

POLICY DOCUMENTS

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Phone 01491-682300 | Mobile 07856353360

preschoolmanager@woodcotepreschool.co.uk



Woodcote Pre-School Admissions Policy



At Woodcote-Pre School, it is our intention to make our pre-school accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the pre-school, through fair and clearly communicated procedures.

Procedures

In order to accomplish this, we will:

- Ensure we advertise our pre-school in places that are accessible to all sections of the community.
- Ensure that information about our pre-school is accessible, using clear English, in both written and spoken form. Where appropriate, we will provide this information in any other language, in Braille, or using British Sign Language.
- We arrange our waiting list in order of the child's date of birth. We may also take in to account; the vicinity of the child's home to the pre-school and whether any siblings currently attend or have previously attended the preschool.
- We keep a place vacant, if financially viable, in order to accommodate emergency admissions.
- We offer places at our pre-school, for children who are eligible for up to 30 hours free childcare funding.
- We are as flexible as reasonably possible, about attendance patterns, to accommodate the need of the child and their family. We consult with the parents about the pre-school opening times.
- Our pre-school is welcoming and we make it clear that fathers, mothers, carers and other relations are all welcome.
- Our pre-school operates in a way that encourages positive regard for and understanding of difference and ability, whether it be; gender, family structure, class, background, religion, ethnicity or competence in spoken English.

- We share and widely promote our 'Valuing, Diversity and Promoting Inclusion and Equality' policy.
- We accept children from 18 months old onwards. We take children regardless of
 whether they are potty trained or not. Usually, the child will begin by attending
 2 sessions per week, although this can be increased if deemed appropriate by
 the parent/s and staff, depending on availability.

Failure to comply with the terms and conditions may result in the provision of a place being withdrawn.

Fees

Woodcote Pre-School is funded by the fees paid by the parents or the Local Authority (for children who receive the free childcare funding). We occasionally receive donations and we hold various fundraising events each year.

Fees are invoiced every half-term, and it is requested that the invoice should be paid within 7 days of receiving it.

Any parent who wishes to send their child to our pre-school, who may have financial difficulty, should speak in confidence to the pre-school manager or the treasurer.

Currently, children aged 3 and over are entitled government funding for up to 15 hours per week for 38 weeks of each academic year. The child is eligible for this funding from the start of the school term after they turn 3. Please speak to the pre-school manager, who can make the necessary application on your behalf.

We also offer the 30 hour funding entitlement for children aged 3 and over, if their family is eligible. To check your eligibility, please go to www.childcarechoices.gov.uk

2 year old funding of up to 15 hours per week is also available, depending on whether the family meets the specific criteria. Please speak to the pre-school manager for more information.

Parents are reminded that in the event of them not being eligible for any of the above funding, the payment of all fees is ultimately their responsibility.

A minimum of half a terms notice, in writing, is required if you wish to withdraw your child or reduce their sessions. Failure to do so will result in the parent being charged fees in lieu of notice.

If sessions are missed for any reason including sickness and holidays, refunds cannot be given. We have a system whereby extra sessions can be bought at short notice, subject to a place being available.

Please also see the separate 'Fees Agreement' - all parents are given a copy of this when their child starts at pre-school. Further copies are available on request.

This policy has been agreed by Woodcote Pre-School Committee	
Signed by the Pre-School Manager	
Signed on behalf of the Management Committee:	
This Policy was reviewed/reprinted on	



Woodcote Pre-School Behaviour Management Policy



At Woodcote-Pre School, we believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

Wendy Powell has overall responsibility for our behaviour management and can be contacted on 01491 682300.

Procedures

In order to manage children's behaviour in an appropriate way, we will:

- Attend relevant training to help understand and guide appropriate models of behaviour
- Implement the setting's behaviour procedures including the stepped approach.
- Have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary.
- Ensure all staff completes the Promoting Positive Behaviour training programme.
- Require staff, volunteers and students to provide a positive model of behaviour by treating children, parents/carers and one another with friendliness, care and courtesy.
- We will use and abide by the 'Golden Rules', which have been written and agreed with the children. We will always refer to these rules when required.

- Positive language will always be used by all adults when dealing with inappropriate behaviour.
- Adults will not shout or raise their voices in a threatening way. We will speak in a calm manner to reinforce /model the behaviour that is expected.
- Physical punishment such as smacking is never used or threatened.
- Children who misbehave may be given a period of 'Time Out', with adult support.
- We acknowledge and praise considerate behaviour, such as; kindness and a willingness to share.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- When children under 3 misbehave, we recognise that strategies for supporting them will need to be developmentally appropriate and differ from the strategies used for the older children.
- We focus on ensuring that each child has an attachment to their key person, to enable them to build a strong relationship which will in turn provide security for the child.
- Parents are regularly informed about their child's behaviour. We work with
 parents to address recurring, inconsiderate behaviour. We use our observation
 records to help us understand the cause and decide jointly how to respond
 appropriately.
- We will use physical restraint, such as holding, only to prevent physical injury to children and adults, and serious damage to property. Details of such events are recorded and brought to the attention of the Pre-School Manager. It will also be recorded in the child's records. The child's parent/s will be informed on the same day.

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Woodcote Pre-School Child Photographs Policy



Woodcote Pre-School occasionally take photographs of the children at our pre-school. We use these images in the children's learning journeys, on our display boards, printed publications, our website and on our Facebook page.

If we use photographs of an individual child, we will not use the name of that child in the accompanying text or photo caption. If we name a child in the text, we will not use a photograph of that child to accompany the article.

Learning Journeys are used to track your child's progress throughout their time at preschool. These will be handed to you when your child leaves pre-school. Photographs of individual and groups of children may appear in these records.

The Pre-School often submits an article and pictures to the village magazine. Children may appear in these images.

From time to time, our pre-school may be visited by the local newspaper, who will take photographs or film footage of an event. The children may appear in the images/footage.

We regularly update our Facebook page and upload pictures, so parents are able to see what we have been up to.

When a child starts at the pre-school and at the beginning of each academic year, parents are asked to sign a consent form in which they indicate whether or not they give permission for photographs of their child to be used and in what context. Parents are under no obligation to agree and are free to ask for any photographs of their child to be destroyed. Any child who does not want their photograph taken will have that wish respected, irrespective of parental consent. If we take photographs for the purposes mentioned above, where possible, we will try to ensure that full face photographs are not used and/or that children are not readily identifiable.

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Woodcote Pre-School Children's Records Policy



We have record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the General Data Protection Regulations (GDPR) (2018) and the Human Rights Act (1998). This policy and procedure should be read alongside our Privacy Notice, Confidentiality and Client Access to Records Policy and our Information Sharing Policy.

Procedures

If a child attends another setting, we establish a regular two-way flow of appropriate information with parents and other providers. Where appropriate, we will incorporate comments from other providers, as well as parents and/or carers into the child's records.

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

Developmental records

These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.

These are kept in a locked cupboard and can be accessed, and contributed to, by our staff, the child and the child's parents.

Personal records

These may include the following:

- Personal details including the child's registration form and any consent forms.
- Contractual matters including a copy of the signed parent contract, the child's
 days and times of attendance, a record of the child's fees, any fee reminders or
 records of disputes about fees.
- Child's development, health and well-being including a summary only of the child's EYFS profile report, a record of discussions about every day matters about the child's development health and well-bring with the parent.
- Early Support including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs a SEN action plan) and records of any meetings held.
- Welfare and child protection concerns including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, an Education, Health and Care Plan and any information regarding a Looked After Child.

- Correspondence and Reports all letters and emails to and from other agencies and any confidential reports from other agencies.
- These confidential records are stored in a lockable file or cabinet, which is always locked when not in use.
- We read any correspondence in relation to a child, note any actions and file it immediately
- We ensure that access to children's files is restricted to those authorised to see them and make entries in them, this being our manager, deputy or designated person for child protection, the child's key person, or other staff as authorised by our manager.
- We may be required to hand children's personal files to Ofsted as part of an
 inspection or investigation process; or to local authority staff conducting a S11
 audit, as long as authorisation is seen. We ensure that children's personal files
 are not handed over to anyone else to look at.
- Parents have access, in accordance with our Privacy Notice and Confidentiality and Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.
- Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Our staff induction programme includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for three years after they have left the setting; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.

Archiving children's files

When a child leaves our setting, we remove all paper documents from the child's personal file and place them in a robust envelope, with the child's name and date of birth on the front and the date they left. We seal this and place it in an archive box, stored in a safe place for three years. After three years it is destroyed. If data is kept electronically it is encrypted and stored as above.

Where there were s.47 child protection investigations, we mark the envelope with a star and archive it for 25 years.

Other records

We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.

Legal framework General Data Protection Regulations (GDPR) (2018) Human Rights Act (1998)

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Woodcote Pre-School Complaints Policy



Policy statement

Woodcote Pre-School believe that children and parents are entitled to expect courtesy, kindness and prompt and careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community and we welcome any suggestions on how to improve our pre-school. We anticipate that most concerns will be resolved quickly using an informal approach. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our pre-school to a satisfactory conclusion for all parties involved.

Procedures

Stage 1

- Any parent, who has a concern about an aspect of our pre-school, should first of all talk about his/her concerns with the pre-school manager.
- Most complaints should be resolved amicably and informally at this stage.
- We will record the concern, and how it was resolved, in the child's file.

If this does not have a satisfactory outcome, or if the problem recurs, the parent should move to stage 2 of the procedures.

Stage 2

- The concerns or complaint should be made in writing to the pre-school manager and the chairperson of the management committee. The pre-school will respond in writing, within 28 days of receipt.
- All written complaints from a parent will be stored in their child's personal file.
 However, if the complaint involves a detailed investigation, the pre-school manager may wish to store all information relating to the investigation in a separate file, designated for the complaint.
- For parents who are not comfortable with making written complaints, there is a template form available for recording complaints, the form may be completed by the pre-school manager and signed by the parent.
- When the investigation into the complaint is completed, the pre-school manager and the chairperson will meet with the parent to discuss the outcome.

 When the complaint is resolved at this stage, the summative points are logged in our Complaint Investigation Record, which is made available to Ofsted if they request it.

Most complaints should be able to be resolved informally at stage 1 or at stage 2.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she must request a meeting with the pre-school manager and the chairperson. The parent may have a friend or partner present if required.
- An agreed written record of the discussion is made, as well as any decision or action to take as a result. All of the parties present at the meeting must sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint
 is resolved at this stage, the summative points are recorded in our Complaint
 Investigation Record.

Stage 4

- If at the stage three meeting, the parent cannot reach agreement with the preschool, we invite an external mediator to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but can help us to define the problem, review the action so far and suggest further ways in which it might be resolved. Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with the pre-school and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

• When the mediator has concluded her/his investigations, a final meeting between the parent and the pre-school manager and chairperson is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint.

The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think that this will help for a decision to be reached.

• A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of Ofsted

Ofsted regulate the pre-school. We are subject to regular Ofsted inspections to ensure that we comply with the various regulations.

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

Parents can complain to Ofsted by telephone on in writing at:

Ofsted National Business Unit,
Piccadilly Gate,
Store Street,
Manchester
M1 2WD

Telephone Number: 0300 123 1231

These contact details are displayed on our notice board.

Ofsted would become involved if there seems to be a possible breach of our registration requirements. In these cases, both parents and the pre-school would be informed. Ofsted would conduct a proper investigation of the complaint followed by appropriate action.

The Information Commissioner's Office (ICO) can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after

raising your concern with us. For further information about how we handle your data, please refer to the Privacy Notice given to you when you registered your child at our pre-school. The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk

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

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Woodcote Pre-School Confidentiality and client access to records Policy



Statement

At our pre-school, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. We have record keeping systems in place that meet legal requirements within the framework of the General Data Protection Regulations (2018) and the Human Rights Act (1998).

Confidentiality procedures

- Most things that happen between the family, the child and the setting are
 confidential to our pre-school. In exceptional circumstances, information is shared,
 for example with other professionals such as; social services or the police.
- Information shared with other agencies is done in line with our Information Sharing Policy.
- We always check whether parents regard the information they share with us to be confidential or not.
- Some parents may share information about themselves with other parents as well as with our staff. We cannot be held responsible if information is shared by those parents whom the person has 'confided' in.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our Record Keeping Policy and Privacy Notice) for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely (see our Record Keeping Policy and Privacy Notice).
- Information is kept in a manual file, or electronically.

- Our staff discuss children's general progress and well being together in meetings, but more sensitive information is restricted to our manager and the child's key person, and is only shared with other staff on a need to know basis.
- We do not discuss children with staff who are not involved in the child's care, or with other parents or anyone else outside of the setting.
- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Where third parties share information about an individual to us, our pre-school manager will always check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

Client access to records procedures

Parents may request access to any confidential records that we hold on their child and family following the procedure below:

Procedure

- The parent is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that the pre-school has compiled on them.
- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the pre-school manager.
- We will acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Our written acknowledgement allows one month for the file to be made ready and available. We will be able to extend this by a further two months where requests are complex or numerous. If this is the case, we will inform you within one month of the receipt of the request and explain why the extension is necessary.
- Our manager must inform the chairperson of the management committee and legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the pre-school or another third party agency.
- Our manager will go through the file with the chairperson and ensure that all
 documents have been filed correctly, that entries are in date order and that there

are no missing pages. They will note any information, entry or correspondence or other document which mentions a third party. We will write to any third party who is mentioned explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is. They are asked to reply in writing to our pre-school manager, giving or refusing consent for disclosure of that material. We will keep copies of these letters and their replies on the child's file.

- 'Third parties' include each family member noted on the file; so where there are separate entries pertaining to each parent, step parent, grandparent etc. we will write to each of them to request third party consent.
- Third parties also include workers from any other agency, including children's social
 care and the health authority. Agencies will normally refuse consent to share
 information, preferring instead for the parent to be redirected to those agencies
 for a request to see their file held by that agency.
- Members of our staff should also be written to, but we reserve the right under the legislation to override a refusal for consent or to just delete the name of the staff member and not the information. We may grant refusal if the member of staff has provided information that could be considered 'sensitive' and the staff member may be in danger if that information is disclosed; or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.
- When we have received all the consents/refusals, our manager will make a
 photocopy of the complete file. On the copy of the file, our manager will remove any
 information that a third party has refused consent for us to disclose and blank out
 any references to the third party, and any information they have added to the file,
 using a thick marker pen.
- The copy file is then checked by chairperson to verify that the file has been prepared appropriately.
- What remains is the information recorded by the setting, detailing the work
 initiated and followed by them in relation to confidential matters. This is called the
 'clean copy'.
 - We photocopy the 'clean copy' again and collate it for the parent to see.
- The pre-school manager will inform the parent that the file is now ready and will invite him/ her to make an appointment to view it.

- The manager and chairperson will meet with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) with parental responsibility can attend that meeting, or the parent's legal representative or interpreter.
- The parent may take a copy of the prepared file away; but, to ensure it is properly
 explained to and understood by the parent, we never hand it over without
 discussion.
- It is an offence to remove material that is controversial or to rewrite records to
 make them more acceptable. Our recording procedures and guidelines ensure that
 the material reflects an accurate and non-judgemental account of the work we have
 done with the family.
- If a parent feels aggrieved about any entry in the file, or the resulting outcome, then we will refer the parent to our complaints procedure.
- The law requires that the information we hold must be held for a legitimate reason and must be accurate (see our Privacy Notice). If a parent says that the information we hold is inaccurate, then the parent has a right to request for it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, we will retain the right not to change that entry, but we can record the parent's view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.
- If there are any controversial aspects of the content of a child's file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already completed and an appeal process is underway.
- We never 'under-record' for fear of the parent seeing, nor do we make 'personal notes' elsewhere.

Telephone advice regarding general queries may be made to The Information Commissioner's Office Helpline 0303 123 1113.

All the undertakings above are subject to the paramount commitment of our setting, which is to the safety and well-being of the child.

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Woodcote Pre-School Conflict of Interest Policy



Policy Statement

All staff, volunteers, and management committee members at Woodcote Pre-School, will strive to avoid any conflict of interest between the interests of the pre-school and their own personal, professional, and business interests. This includes avoiding actual conflicts of interest as well as the perception of conflicts of interest.

The purposes of this policy are to protect the integrity of the pre-school's decision-making process and to protect the integrity and reputation of volunteers, staff and committee members.

Upon appointment, volunteers, staff and each committee member will make a full, written disclosure of interests, such as relationships, and posts held, that could potentially result in a conflict of interest. The written disclosure will be kept on file and will be updated as appropriate.

In the business of the preschool, the volunteers, staff or committee members will disclose any interests in a transaction or decision where there may be a conflict between the pre-school's best interests and their own best interests; or a conflict between the best interests of the organisations/people with whom that person is involved.

Definitions:

Family means your parents, parents-in-law, step-parents, husband, wife or partner, son, daughter, step-son, step-daughter, child of a partner, brother, sister, brother-in-law or sister-in-law.

Immediate Family means your husband, wife or partner.

Partner means any person with whom you co-habit as a spouse (and includes a same sex partner).

Examples of conflicts of interest include:

- A volunteer, staff member or committee member who is also a user of the preschool who may decide whether fees should be increased.
- A volunteer, staff member or committee member who is related to/close friends with a member of staff and where decisions are to be made on staff pay and/or conditions.
- A volunteer, staff member or committee member who is also on the committee of another organisation who may be competing for the same funding.
- A volunteer, staff member or committee member who has shares in a business that may be awarded a contract to do work or provide services for the organisation.

During meetings, after we have been notified of any conflict of interest, any persons who have declared an interest will be asked to leave the room for any discussion involving the declared potential conflict of interest and will not be able to take part in the subject matter or the decision. Any such notification and the subsequent decision taken will be noted in the minutes.

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Woodcote Pre-School Safeguarding Contacts for Parents/Carers

Woodcote Pre-School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

If you have concerns that a child may be suffering from abuse or neglect, or you are concerned about one of our employees or volunteers, please contact the Designated Safeguarding Lead - Wendy Powell. If for any reason she is unavailable, please discuss your concerns with one of the Deputy Designated Safeguarding Leads.

Designated Safeguarding Lead

Wendy Powell - Pre-School Manager

Tel: 01491 682300

Email: woodcote.preschool@hotmail.co.uk

DSL training completed: 25/01/17

Designated Safeguarding Lead Deputy

Samantha Hearn - Deputy Manager

Tel: 01491 682300

Email:woodcote.preschool@hotmail.co.uk

DSL training completed: 13/05/17

Designated Safeguarding Lead Deputy

Sophie Ayres-Norman - Pre-School Assistant

Tel: 01491 682300

DSL training completed: 01/12/18

Designated Safeguarding Lead Deputy

Amy Wheeler - Chairperson

Email: chairperson@woodcotepreschool.co.uk

DSL training completed: 01/12/18











Woodcote Pre-School Fire Drill and Evacuation Procedure

Fire Drill

- Whenever a Fire Drill is taking place, it is up to the person in charge of the preschool to inform other users of the Village Hall, e.g. volunteers, groups etc. that this will be taking place using the fire bells. The users should be advised of the planned time and procedure of the drill.
- The person in charge is to set off one of the fire alarms.
- The lead staff in each room, should collect the register & mobile phone & evacuate themselves & the children out through the fire exit.
- All staff and children should assemble on the recreation ground, away from the building, adjacent to the pavilion room fire door.
- The person in charge should check the committee room, disabled toilets, pavilion toilets, main hall, function room and function room toilets and then evacuate through the pavilion room fire door.
- The register should then taken and a head count she be completed to tally with the register.
- Once this has been satisfactorily completed, all staff and children may return to the building through the pavilion door.

Records of all fire drills are kept and must include:

- Date and time of the fire drill
- Duration of the fire drill
- Any problems that delayed the evacuation
- Any further action to improve the fire drill procedure

Fire Evacuation Procedure

If the fire alarms go off or a fire is spotted, the fire drill procedure will be implemented.

- The member of staff in charge, must get another member of staff to call the emergency services immediately, giving the full address and postcode of the pre-school. These details can be found on the door, next to the telephone.
- The lead staff in each room should collect the register & mobile phone and evacuate the children through the nearest fire exit.
- All staff and children should assemble on the recreation ground, away from the building, adjacent to the pavilion room fire door and await the arrival of the Emergency Services.
- If it is safe to do so, the person in charge should check the committee room, disabled toilets, pavilion toilets, main hall, function room and function room toilets and then evacuate through the fire exit.
- Staff will then take the children to Woodcote Primary School, where parents will be informed and asked to collect their child/ren.

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Woodcote Pre-School General Data Protection Regulation Policy



Statement

GDPR stands for General Data Protection Regulation. This new regulation has replaced the Data Protection Act. It was proved by the EU parliament in 2016 and will come in to effect on the 25^{th} May 2018.

GDPR states that personal data should be 'processed fairly and lawfully', 'collected for specified, explicit and legitimate purposes' and that the individual's data is not processed without their 'explicit consent'. GDPR covers personal data relating to individuals. Woodcote Pre-School Group is committed to protecting the rights and freedom of individuals with respect to the processing of children's, parents, visitors and staff personal data.

GDPR includes 7 rights for individuals

1. The right to be informed

Woodcote Pre-School Group is a registered childcare provider with Ofsted and as so, is required to collect and manage certain data. We need to know the parents names, addresses, telephone numbers, email address, date of birth and National Insurance number. We need to know children's full names, addresses and date of birth. For parent's claiming the free childcare entitlement, we are requested to provide this data to Oxfordshire County Council; the information is sent to them using a secure, electronic file transfer system.

We are required to collect certain details of visitors to our pre-school. We need to know names, telephone numbers, addresses and company name (if applicable). This is in respect of our Health and Safety and Safeguarding policies.

As an employer, Woodcote Pre-School Group is required to hold data on its employees; names, addresses, telephone numbers, date of birth, bank details, National Insurance numbers and photographic identification such as a passport or driving license. This information is also required for the Disclosure and Barring Service checks (DBS) that are carried out and to check proof of eligibility to work in the United Kingdom. This information is sent via a secure file transfer system, to the processor of the DBS checks.

Woodcote Pre-School Group uses cookies on its website, to collect data for Google Analytics. This data is anonymous.

2. The right to access

At any point, an individual can make a request relating to their data. Woodcote Pre-School Group will need to provide a response to any requests, within 1 month. Woodcote Pre-School Group can refuse a request, if there is a lawful obligation to retain the data i.e. from Ofsted, in relation to the EYFS. We will always inform the individual of the reasons for rejection. The individual has the right to complain to the ICO if they re unhappy with the decision.

3. The right to erasure

You have the right to request deletion of your data, where there is no compelling reason for its continued use. However, Woodcote Pre-School Group has a legal duty to retain children and parents details for a reasonable amount of time. Woodcote Pre-School Group is required by law, to retain children and parents records for 3 years after the child has left the Pre-School. Accident and Injury records must be kept until the child reaches the age of 21. Child protection records must be retained until the child reaches the age of 24. Staff records must be kept for 6 years after the employment ceases. All of the data that we retain is archived securely, in a locked cupboard. It is shredded after the legal retention period.

4. The right to restrict processing

Parents, visitors and staff can object to Woodcote Pre-School Group processing their data. This means that records can be stored, but must not be used in any way.

5. The right to share data

Woodcote Pre-School Group requires some data to be shared with a third party, such as; the Local Authority and Payroll. These recipients use secure, file transfer systems and have their own policies and procedures in place, in relation to GDPR.

6. The right to object

Parents, visitors and staff can object to their data being used for certain activities, such as; marketing or research.

7. The right to not be subject to automated decision-making, including profiling

Woodcote Pre-School Group does not use personal data for such purposes.

Storage and use of personal information

All paper copies of children and staff records are kept securely in a locked cupboard at the pre-school. The manager has access to all records and staff has limited access, on a need to know basis.

Records held on the computer, are backed up on a weekly basis and can only be accessed by the 'Data Controller'. These records are password protected.

All records are kept on site at all times. Archived records are shredded after the retention period.

In order to fulfil their role, to supervise and support the operations of the Pre-school, the Chairperson, Treasurer, Secretary and other nominated members of the Pre-School Management Committee may also deal with confidential information, including names and addresses of parents.

All information held, both paper and digital records will be kept confidential within the management committee and staff. In the event of there being any wrongful disclosures of confidential information, it will be investigated immediately.

Upon a child leaving Woodcote Pre-School Group and moving on to school or a new setting, data held on the child may be shared with the receiving school/setting. Such information will be sent via the Oxfordshire County Council internal post service or via a secure file transfer system. For children attending a school/setting outside of Oxfordshire, the data will be given to the parent to deliver to the receiving school/setting.

It is the parent's responsibility to ensure that the information given to us in the registration forms, are correct and kept up to date.

GDPR means that Woodcote Pre-School Group must:

- Manage and process personal data properly.
- Protect the individual's rights to privacy.
- Provide individuals with access to all personal data that is held on them.

If any person wishes to know what information we hold on them, they should speak to our Data Protection Officer- Wendy Powell.

This Policy has been agreed by the Woodcote Pre-School Committee	
Signed by Pre-School Manger	
Signed on behalf of the Management Committee	
This Policy was adopted in May 2018	

Please view the 'Retention periods for records' policy.

Woodcote Pre-School Privacy Notice

Woodcote Pre-School Group, The Village Hall, Reading Road, Woodcote, Oxfordshire, RG8 ORX

Telephone Number: 01491 682300 Email: woodcote.pre-school@hotmail.co.uk

Name of Data Protection Officer: Wendy Powell

Woodcote Pre-School are committed to ensuring that any personal data we hold about you and your child is protected in accordance with Data Protection Laws and is used in line with your expectations. This privacy notice explains what personal data we collect, why we collect it, how we use it and how we protect it.

Why do we collect your personal data?

We collect personal data about you and your child for the following reasons:

- To provide childcare services and fulfil the contractual agreement you have entered in to.
- So we are able to contact you in case of an emergency.
- To support your child's wellbeing and development.
- To manage any special educational, health or medical needs whilst at our setting.
- To carry out regular assessments of your child's progress and to identify any areas of concern.
- To maintain contact with you about your child's progress and respond to any questions you may have.
- To process your claim for up to 30 hours free childcare (only where applicable).
- To keep you update with information about our service.

What personal data do we collect?

We collect personal data about you and your child to provide care nd learning that is tailored to meet your child's individual needs. We also collect information in order to verify your eligibility for free childcare, as applicable.

Personal data we hold about your child includes:

Name, date of birth, address, health and medical needs, development needs, special
educational needs, child protection plans from social services (if applicable), health care
plans from health professionals (if applicable), details of who has parental responsibility for
the child and any court orders pertaining to the child (if applicable).

Personal data that we hold about you includes:

- Name, home and work address, telephone numbers, emergency contact details and family details. This information will be collected from you directly, in the registration form.
- If you apply for up to 30 hours free childcare, we will also collect your National Insurance number or if you are self-employed, your Unique Taxpayer Reference (UTR). We may also collect information regarding benefits and family credits that you are in receipt of.

Who do we share your data with?

In order for us to deliver childcare services, we will share your data as required, with the following:

- Ofsted- during an inspection or following a complaint about our service.
- Banking services to process chip and pin or direct debit payments (if applicable).
- The Local Authority, when a claim for up to 30 hours free childcare is made.
- The Governments eligibility checker (as above).
- Our insurance underwriter (if applicable).
- Our software management provider (if applicable).
- The school that your child will be attending.

We will also share data if:

- We are legally required to do so, for example, by law, by a court, or the Charity Commission.
- To enforce or apply the terms and conditions of your contract with us.
- To protect your child and other children, for example, by sharing information with Social Services or the Police.
- It is necessary to protect our rights, property or safety.
- We transfer the management of the setting, in which case we may dislose your personl dta to the prospective buyer, so they are able to continue the service.

We will not share information about you, with any third parties without your consent, unless the law allows us to.

We will never share your personal data with any other organisation, to use for their own purposes.

How long do we retain your data?

We are required by law, to retain your child's personal data for up to 3 years after your child has left our setting, or until the next Ofsted inspection after your child has left. Medication and accident records are kept for longer, according to legal requirements. Your child's learning and development records are maintained by us and handed to you when your child leaves the setting.

In some instances (child protection or other support service referrals), we are obliged to keep your data for longer, if it is necessary to comply with legal requirements.

Automated decision making

We do not make any decisions about your child, based solely on automated decision making.

How do we protect your data?

We protect unauthorised access to your personal data and prevent it from being lost, accidentally destroyed, misused or disclosed by:

- Keeping files in a secure, locked cupboard.
- Digital files are all password protected.

Your rights with respect to your data

With regards to personal data we hold, you have the right to:

- Request access to the personal data we hold.
- Object to processing of personal data that is likely to cause, or is causing, damage or distress.
- Prevent processing for direct marketing purposes.
- Have inaccurate personal data rectified, blocked, erased or destroyed.
- Claim compensation for damages caused by a breach of the General Data Protection Regulations.
- Object to us making any automated decisions about your data.
- Request that we transfer yours and your child's personal data to another person.

If you wish to exercise any of these rights at any time or if you have any questions, comments or concerns about this privacy notice, or how we handle your data, please contact Wendy Powell. If you continue to have concerns about the way we handle your data and remain dissatisfied after speaking with us, you have the right to complain to the Information Commissioner Office (ICO). The ICO can be contacted t Information Commissioner Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk

Changes to this privacy notice

This privacy notice will be under regular review. You will be notified of any changes, where appropriate.

Woodcote Pre-School Health and Safety Policy

Woodcote Pre-School believe that the health and safety of children is of paramount importance. We aim to make our pre-school a safe and healthy place for children, parents, staff and volunteers.

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

Amy Wheeler and Wendy Powell are responsible for health and safety at the preschool.

- They are competent to carry out these responsibilities.
- They have undertaken health and safety training and regularly update their knowledge and understanding.
- We display the necessary health and safety poster ion the parents notice board.

Insurance cover

Woodcote pre-school have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in on the parent's notice board.

Risk Assessments

Our risk assessment process covers adults and children and includes:

- Checking for and noting hazards and risks indoors and outside, in our premises and during activities.
- Assessing the level of risk and who might be affected.
- Deciding which res need attention.
- Developing an action plan that specifies the action required, the time scale for action, the person responsible for the action and any funding that is required.

As we employ more than 5 staff members and volunteers, this risk assessment is written and reviewed regularly.

<u>Procedures</u>

Awareness raising

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

Children's Safety

- We ensure that all staff that are employed by us have been checked for criminal records by an enhanced disclosure from the Disbarring Service.
- Staff can not undertake toileting, changing duties or be a sole duly with children at any time, until a satisfactory DBS check has been received.
- Adults do not usually supervise children on their own.
- All children are supervised at all times.
- Whenever children are on the premises at least two adults must be present.

Security

- Systems are in place for the safe arrival and departure of children.
- The arrival and departure times of children, staff, volunteers and visitors are recorded.
- Our security systems prevent unauthorised access to our premises.
- Our security systems prevent children from leaving the premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during sessions in a locked cupboard.

Windows, Doors, Floors and Walkways

- All windows above the ground floor are secured so that children cannot climb through them.
- We take precautions to prevent children's fingers from being trapped in doors.
- All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged. Any wet spills are mopped up immediately.

Electrical/gas equipment

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- The boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, wires and leads are properly guarded and we teach the children not to touch them.
- We check storage heaters daily to make sure they are not covered.
- There are sufficient sockets to prevent overloading.
- We switch electrical devices off from the plug after use.
- We ensure that the temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas of the pre-school, including storage areas.

Storage

- All resources and materials, which are used by the children, are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Kitchen area

- Children do not have unsupervised access to the kitchen.
- All staff have an up to date Food Hygiene Certificate.
- All staff follow the guidelines of Food Law Code of Practice, a copy of which is kept on site.
- All surfaces are clean and non-porous.
- There are separate facilities for hand washing and for washing up.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- When children take part in cooking activities, they are; supervised at all times, kept away from hot surfaces and hot water and they do not have access to any electrical equipment.

Food and Drink

- Staff who prepare and handle food, receive appropriate training and comply with food safety and hygiene regulations.
- All food and drink is stored appropriately.
- Adults do not carry or place hot drinks in reach of children.
- Snack and meal times are appropriately supervised and children remain seated when eating or drinking.
- Fresh drinking water is available to children at all times.

- We operate systems to ensure that children do not have access to food and drinks to which they are allergic to.
- Menus are on display, with allergen advice attached.

Outdoor area

- Before children are allowed access to the outdoor area, it is securely fenced off.
- The outdoor area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Where water can form a pool on equipment, it is emptied and cleaned before children start playing outside.
- We check that children are suitably attired for the weather conditions and type of outdoor activities; ensuring that sun cream is applied and hats are worn during the summer months.
- We supervise outdoor activities at all times.

Hygiene

- We seek information from the Environmental Health Department and the Health Authority to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- The pre-school has a daily cleaning routine which is carried out by a cleaner who is employed by Woodcote Parish Council. This cleaning includes all play areas, the kitchen, rest areas, toilets and changing areas.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene, including hand washing and drying facilities and disposal facilities for nappies.

We implement good hygiene practices by:

- Cleaning tables between activities.
- Cleaning and checking toilets regularly.
- Wearing protective clothing such as aprons and disposable gloves as appropriate.
- Providing sets of clean clothes.
- Providing tissues and wipes.

Activities, resources and repairs

- Before purchase or loan, we check equipment and resources to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of our play equipment allows adults and children to move safely and freely between activities.
- All our equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
- All our materials, including paint and glue, are non-toxic.
- We ensure that sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- We teach children to handle and store tools safely.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

Safety of adults

- We ensure that adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- We provide safe equipment for adults to use when they need to reach up to store equipment or to change light bulbs.
- We ensure that all warning signs are clear and in appropriate languages.

• We record the sickness of staff and their involvement in accidents. The records are reviewed termly to identify any issues that need to be addressed.

Outings and Visits

- We have agreed procedures for the safe conduct of outings.
- Parents give general consent when registering their child, to allow children to be taken out as part of the daily activities at the pre-school.
- Parents always sign consent forms before mjor outings.
- A risk assessment is carried out on a proposed venue, before an outing takes
 place.
- Our adult to child ratio for outings is quite high, normally one adult to two children.
- Named children are assigned to individual staff to ensure each child is individually supervised and to ensure that no child gets lost and that there is no unauthorised access to the children.
- Every outing is recorded in a record book stating; the date and time, the venue and mode of transport, names of staff assigned to named children and time of return.
- Staff take a mobile phone on outings and supplies of tissues, wipes, pants etc. as well as a mini first aid pack, snacks and water. The amount of equipment will vary and will be consistent with the venue, the number of children and the duration of the outing.
- Records are kept of the vehicles used to transport children on outings, with named drivers and appropriate insurance cover.
- A minimum of two staff should accompany children on outings even where parent volunteers are assisting. A minimum of two staff should remain behind with the rest of the children.

Animals

- Animals visiting the pre-school are free from disease and safe to be around children. They do not pose a health risk.
- Children always wash their hands after contact with animals.

Fire Safety

- The manager and staff are familiar with the requirements of the Regulatory Reform Fire Safety Order 2005.
- The basis of the regulations is risk assessments. A written risk assessment is carried out to comply with the regulations.
- We have a copy of the risk assessment that applies to the premises; it is reviewed regularly by the Village Hall Management.
- Fire doors are clearly marked, never obstructed and easily opened from inside.
- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards are fitted in high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer.
 They are clearly displayed in the premises and explained to new staff, parents and volunteers
- Records are kept of fire drills and the servicing of fire safety equipment.

First Aid and Medication

- All staff have up to date first aid trining. The first aid qualification includes first aid training for infants and young children.
- The first aid boxes are easily accessible to adults and are kept out of reach of children.
- No un-prescribed medication is given to children, parents or staff.
- At the time of admission to the setting, parent's written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.

- At the time of admission to the setting, parents sign a consent form allowing staff to take their child to the nearest Accident and Emergency department to be examined, treated or admitted, on the understanding that parents have been informed and our on their way to the hospital.
- Children may have medicine prescribed by a GP with written consent from their parents in the medication book. All medicines must be in original packaging.

Administration of Medication

- Only prescribed medication may be administered. It must be in-date and prescribed for the current condition.
- Children taking prescribed medication must be well enough to attend pre-school.
- Children's prescribed medication is stored in the original packaging; it is clearly labelled and is kept out of reach of children.
- Parents give written permission, prior to the medication being administered.
 This permission must state; the name of the child, name of the parent, date the medication started, the dose and times, or how and when the medicine is to be administered.
- The administration is recorded accurately each time it is given and is signed by staff. Parents sign the record book to acknowledge the administration of the medicine.
- If the administration of a prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional. It is the responsibility of the parent to ensure the correct training is provided.
- We use the Pre-School Learning Alliance's publication Medication Record Book, for recording administration of medication and to comply with the detailed procedures set out in that document.

Sickness

 Our policy for the exclusion of ill or infectious children is discussed with parents. This includes procedures for contacting parents (or other authorised adults), if a child becomes unwell whilst at pre-school.

- We do not provide care for children who are unwell, have a temperature, sickness and diarrhoea or who have an infectious disease.
- In the case of sickness or diarrhoea, parents are advised that children may only return to pre-school, 48 hours after the last incident of sickness or diarrhoea.
- Children with headlice are not excluded, but must be treated to remedy the condition. Parents are notified if there is a case of headlice at the pre-school.
- Parents are notified if there is an infectious disease, such as Chicken Pox.
- HIV may affect children or families who attend the pre-school Staff may or may not be informed about it. Children or families are not excluded because of HIV.
- Good hygiene practice concerning the clearing of any spilled bodily fluids is carried out at all times.
- Staff suffering from sickness and diarrhoea may not attend work until 48 hours after the last incident of sickness or diarrhoea.
- The Local Authority's medical officer from the Environmental Health department is notified of any infectious diseases that a medical professional would consider to be notifiable. Ofsted is also informed where this is the case. The full list of notifiable illnesses is obtainable from www.patient.co.uk.

Recording

- All accidents, however minor, are recorded in our accident book. This completed
 accident form is given to the parent/carer on the same day as the accident
 occurred, the parent/carer will sign to confirm they have been informed. In the
 case of n injury to the heed, the main carer is telephoned immediately when the
 accident occurs and a head injury form is given to them when they collect their
 child.
- Our accident book is kept safely and is accessible to all staff, who are all
 competent in completing an accident form. It is reviewed every half term to
 identify any potential or actual hazards.
- Ofsted is notified of any injury requiring treatment by a GP, hospital or if the death of a child or adult occurs.

 When there is a serious accident, illness or injury requiring GP or hospital treatment, to a child, parent, staff, volunteer or visitor, or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences. We call 999 and inform Ofsted within 14 days.

Records

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

Adults

- The names and addresses of all staff on the premises, including temporary staff who work with the children or who have substantial access to them.
- The names and addresses of all members of the management committee.
- All records relating to the staffs employment with the pre-school, including application forms, references, results of checks undertaken etc.

Children

- The names address and telephone numbers of parents and adults who are authorised to collect the child from pre-school.
- The names, addresses and telephone numbers of emergency contacts in case the child falls ill or has an accident.
- The allergies, dietary requirements and illnesses of the individual child.
- Accident and medication administration records.
- Consent forms for outings, medication administration and emergency treatment.
- Incidents.

Dealing with Incidents

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

- Any accident to a member of staff requires GP or Hospital treatment.
- Any dangerous occurrence. This may be an event that causes injuries or fatalities or an event that does not cause an accident, but could have done, such as a gas leak.
- Any dangerous occurrence is recorded in our incident book.

• Information for reporting an incident to the Health and Safety Officer is detailed in the Pre-School Learning Alliance's publication - Accident Record.

Our Incident Book

- We have readily available access to telephone numbers for emergency services.
- We ensure that we have access to the Village Hall Facilities Manager and that there is shared procedure for dealing with emergencies.

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

- Break ins, burglary, theft or personal belongings or property belonging to the premises.
- An intruder gaining unauthorised access to the premises.
- Fire, flood, gas leak or electrical failure.
- Physical attack on a member of staff or parent that occurs on the premises or nearby.
- Any racially motivated incidents involving staff or a family in the pre-school premises.
- Death of a child.
- A terrorist attack or a threat of one.
- In the incident book we record the date and time of the incident, the nature of the event, who was affected, what was done about it, if it was reported to the police, we keep a record of the crime number. Any follow ups or insurance claims that are made, should also be recorded.
- In the unlikely event of a terrorist attack, we follow the advice given by the
 emergency services with regards to evacuation, medical aid and contacting the
 children's families. Our standard Fire Safety Policy and Evacuation procedure
 will be followed and staff will take charge of their key children. The incident is
 recorded when the threat is averted.
- In the unlikely event of a child dying on the premises, the emergency services are called and the advice of these services will be followed.
- The incident book is not used for recording issues of concern involving a child.
 This is recorded in the child's personal file.

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

National Standard 6: Safety

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

National Standard 7: Health

- Administration of medication
- Prior parental consent to administer medication
- Record of the administration of medicines
- Accident record
- Sick children
- No smoking

This policy has been agreed by Woodcote Pre-School Committee	
Signed by the Pre-School Manager	
Signed on behalf of the Management Committee:	
This Policy was reviewed/reprinted on	



Woodcote Pre-School Information Sharing Policy



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

We record and share information about children and their families (data subjects) in line with the six principles of the General Data Protection Regulations (GDPR) (2018) which are further explained in our Privacy Notice that is given to parents at the point of registration The six principles state that personal data must be:

- Processed fairly, lawfully and in a transparent manner in relation to the data subject.
- 2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
- 3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
- 4. Accurate and where necessary, kept up to date.
- 5. Kept in a form that permits identification of data subjects fo no longer than is necessary for the purposes for which the data is processed.
- Processed in a way that ensures appropriate security of the persona data including protection against accidental loss, destruction or damage, using appropriate technical or organisational measures

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

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

The responsibility for decision-making should not rely solely on an individual, but should have the back-up of the management team. The management team provide clear guidance, policy and procedures to ensure all staff and volunteers understand their information sharing responsibilities and are able to respond in a timely, appropriate way to any safeguarding concerns.

Procedures

Our procedure is based on the GDPR principles as listed above and the seven golden rules for sharing information in the Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. We also follow the guidance on information sharing from the Local Safeguarding Children Board.

- Remember that the General Data Protection Regulations 2018 and human rights law are not barriers to justified information sharing as per the Children Act 1989, but provide a framework to ensure that personal information about living individuals is shared appropriately.
 - Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information both within the setting, as well as with external agencies.
- 2. Be open and honest with the individual and their family from the outset about why, what, how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or if I have a legal obligation to do so. A Privacy Notice is given to parents at the point of registration to explain this further.

In our setting we ensure parents:

- Receive a copy of our Privacy Notice and information about our Information Sharing Policy when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
- have information about our Safeguarding Children and Child Protection Policy;
 and
- have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
- Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
 - Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child's file.
 - Our manager routinely seeks advice and support from their line manager about possible significant harm.]
 - Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated person, who will contact children's social care for advice where they have doubts or are unsure.
 - Our manager seek advice if they need to share information without consent to disclose.
- 4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still

share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.

- We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.
- Our guidelines for consent are part of this procedure.
- Our manager is conversant with this and she is able to advise staff accordingly.
- Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

In our setting we:

- record concerns and discuss these with our designated person and/or designated officer from the management team for child protection matters;
- record decisions made and the reasons why information will be shared and to whom; and
- follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.
- 6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

- Our Safeguarding Children and Child Protection Policy and Children's Records
 Policy set out how and where information should be recorded and what
 information should be shared with another agency when making a referral.
- 7. Keep a record of your decision and the reasons for it whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.
 - Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

Consent

When parents choose our pre-school for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that we will seek their consent to share information in most cases, as well as the kinds of circumstances when we may not seek their consent or may override their refusal to give consent. We inform them as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign our Registration Form at registration to confirm that they understand this.
- We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- We give parents copies of the forms they sign.
- We consider the following questions when we assess the need to share:
 - Is there a legitimate purpose to us sharing the information?

- Does the information enable the person to be identified?
- Is the information confidential?
- If the information is confidential, do we have consent to share?
- Is there a statutory duty or court order requiring us to share the information?
- If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?
- If the decision is to share, are we sharing the right information in the right way?
- Have we properly recorded our decision?
- Consent must be freely given and informed that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information as detailed in the Privacy Notice.
- Consent may be explicit, verbally but preferably in writing, or implicit, implied if the
 context is such that sharing information is an intrinsic part of our service or it has
 been explained and agreed at the outset.
- Consent can be withdrawn at any time.
- We explain our Information Sharing Policy to parents.

Separated parents

- Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully.
- Where the child is looked after, we may also need to consult the Local Authority, as 'corporate parent' before information is shared.

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

This policy has been agreed by Woodcote Pre-School Committee	
Signed by the Pre-School Manager	
Signed on behalf of the Management Committee:	
This Policy was reviewed/reprinted on	



Woodcote Pre-School Looked After Children Policy



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

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

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

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

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We do not normally offer placements for babies and children under two years who are in care; we offer instead other services to enable a child to play and engage with other children while their carer stays with them.

- In exceptional circumstances, we offer places to two-year-old children who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer, and the placement in the setting will last a minimum of three months.
- We offer places for funded three and four-year-olds who are in care to ensure
 they receive their entitlement to early education. We expect that a child will have
 been with a foster carer for a minimum of one month and that they will have formed
 a secure attachment to the carer. We expect that the placement in the setting will
 last a minimum of six weeks.
- Where we have capacity, we will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

Procedures

- The designated person for looked after children is the designated child protection co-ordinator Wendy Powell.
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
- The setting recognises the role of the local authority children's social care
 department as the child's 'corporate parent' and the key agency in determining what
 takes place with the child. Nothing changes, especially with regard to the birth
 parents or foster carer's role in relation to the setting, without prior discussion and
 agreement with the child's social worker.
- At the start of a placement there is a professional's meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider issues for the child such as:
 - their emotional needs and how they are to be met;
 - how any emotional issues and problems that affect behaviour are to be managed;

- their sense of self, culture, language(s) and identity and how this is to be supported;
- their need for sociability and friendship;
- their interests and abilities and possible learning journey pathway; and
- How any special needs will be supported.
- In addition the care plan will also consider:
 - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
 - What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed;
 - what written reporting is required.
 - Wherever possible, and where the plan is for the child to return home, the birth parent(s) should be involved in planning; and with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings and fun-days etc alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to firm a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.

- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- The transition to school will be handled sensitively. The designated person and/or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

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Woodcote Pre-School Managing Allegations against Staff Policy



It is essential that any allegation of abuse made against a member of staff, students on placement or volunteers in our setting are dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. The procedures outlined in this policy will be followed alongside the complaints procedure and Safeguarding policy.

All staff and volunteers should understand what to do if they receive an allegation against another member of staff or they themselves have concerns about the behaviour of another member of staff. It is our policy that all allegations will be reported straight away, to the Pre-School Manager and Chairperson.

This policy follows the Government guidance found in 'Safeguarding Children and Safer Recruitment in Education'. Woodcote Pre-School also adopts the Government guidance - "Working Together to Safeguard Children' which sets out the framework for managing cases of allegations of abuse against people who work with children.

Purpose

This policy will be adopted in respect of allegations that might indicate that a person is unsuitable to continue to work with children in their present position, or in any capacity. This policy will be used in respect of all cases in which it is alleged that a member of staff (including a volunteer, student) has:

- · behaved in a way that has harmed a child, or may have harmed a child;
- · possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children. This will include cases of verbal abuse.

There may be up to 3 strands in the consideration of an allegation:

- · a police investigation of a possible criminal offence;
- enquiries and assessment by children's social care about whether a child is in need of protection or in need of services;
- · consideration by the pre-school of disciplinary action, in respect of the individual.

Supporting Those Involved

Parents or carers of a child or children involved will be told about the allegation as soon as possible, if they do not already know of it. They will also be kept informed about the progress of the case and told the outcome if there is not a criminal prosecution. That includes the outcome of any disciplinary process. The conclusion of a disciplinary hearing, and the information considered when reaching a decision, cannot normally be disclosed, but the parents or carers of the child will be told the outcome.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution. The Manager or Chairperson will keep the person who is the subject of the allegations informed of the progress of the case and consider what other support is appropriate for the individual. If the person is suspended, the Manager or Chairperson will also keep the individual informed about developments at the pre-school. If the person is a member of a union or professional association s/he will be advised to contact that body at the outset.

Confidentiality

Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated.

Resignations and "Compromise Agreements"

The fact that a person tenders his or her resignation, or ceases to provide their services, will not prevent an allegation being followed up in accordance with these procedures. Every effort will be made to reach a conclusion in all cases of allegations bearing in mind the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process.

Wherever possible the person will be given a full opportunity to answer the allegation and make representations about it. The process of investigating the allegation and reaching a judgement about whether it can be regarded as substantiated will continue even if the person does not cooperate.

Similarly, so called "compromise agreements" by which a person agrees to resign, the pre-school agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, will not be used in cases of alleged child abuse. In any event, such an agreement will not prevent a thorough police investigation where that is appropriate. Furthermore, it will not override the statutory duty to make a referral to the Disclosure & Barring Service (DBS) for consideration of placing the person's name on the Children's Barred List where circumstances require that.

Record Keeping

A clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved, and a note of any action taken, and decisions reached, will be kept on a person's confidential personnel file, and a copy will be provided to the person concerned. The purpose of the record is to enable accurate information to be given in response to any future request for a reference if the person has moved on.

It will provide clarification in cases where a future DBS Disclosure reveals information from the police about an allegation that did not result in a criminal conviction. In addition, it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record will be retained at least until the person has reached normal retirement age or for a period of 10 years from the date of the allegation, if that is longer.

Timescales

It is in everyone's interest to resolve cases as quickly as possible, consistent with a fair and thorough investigation. Every effort will be made to manage cases to avoid any unnecessary delay.

Initial Considerations

The Local Authority Designated Officer (LADO, Local Authority Designated Officer) should be informed, by the Manager or Chairperson, of all allegations of abuse against staff on the same day, even where the police are contacted directly.

The Manager/Chairperson will inform the accused person about the allegation as soon as possible after consulting the LADO (Local Authority Designated Officer). However, where a strategy discussion is needed, or where police or children's social care need to be involved, the manager/chairperson will not do that until those agencies have been consulted and have agreed what information can be disclosed to the person. If the person is a member of a union or professional association s/he will be advised to contact the Disclosure & Barring Service (DBS) at the outset.

If the allegation is not patently false or unfounded, and there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion will be convened by the manager/chairperson with the LADO (Local Authority Designated Officer) and other appropriate agencies, such as the police and social services.

In cases where a formal strategy discussion is not considered appropriate because the threshold of "significant harm" is not reached, but a police investigation might be needed, the manager/chairperson will consult with the LADO (Local Authority Designated Officer), police and any other agencies involved with the child to evaluate the allegation and decide how it should be dealt with.

(The police will be consulted about any case in which a criminal offence may have been committed.)

If the allegation is about physical contact, the strategy discussion or initial evaluation with the police, will take account of the fact that pre-school staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

The LADO (Local Authority Designated Officer) and the manager/chairperson may conclude that the complaint or allegation is such that an investigation by police and/or enquiries by social care is not necessary. In these circumstances the options open to the pre-school depend on the nature and circumstances of the allegation and the evidence and information available – outcomes will range from taking no further action to summary dismissal or a decision not to use the person's services in future.

Suspension

Suspension will be considered in any case where there is cause to suspect a child is at risk of significant harm, or the allegation warrants investigation by the police, or is so serious that it might be grounds for dismissal. However, a person will not be suspended automatically, or without careful thought.

The power to suspend is vested in the Manager and the Management Committee. However, they will speak to the LADO (Local Authority Designated Officer) who may canvass police/social care views about whether the accused member of staff needs to be suspended from contact with children.

Action on Conclusion of a Case

If the allegation is substantiated and the person is dismissed, or the nursery ceases to use the person's services, or the person resigns or otherwise ceases to provide his/her services, the Manager/Chairperson will determine with the LADO (Local Authority Designated Officer) whether a referral to the DBS (Disclosure & Barring Service) is required, or advisable. The pre-school must report to the DBS (Disclosure & Barring Service), any person (whether employed or a volunteer) whose services are no longer used because he or she is considered unsuitable to work with children. This must be reported within one month of the decision to cease using the services of that person.

In cases where it is decided on the conclusion of the case that a person who has been suspended can return to work, the pre-school will consider how best to facilitate that. We appreciate that most people will benefit from some help and support to return to work after a very stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The pre-school will also consider how the person's contact with the child or children who made the allegation can best be managed if they are still attending the setting.

Action in Respect of False Allegations

If an allegation is determined to be false, the manager/chairperson will refer the matter to children's social services to determine whether the child concerned needs their services or may have been abused by someone else. In the rare event that an allegation is shown to have been deliberately invented or malicious, the manager/chairperson will consider whether any disciplinary action is appropriate against the staff/child who made it, or if the police should be asked to consider whether any action might be appropriate against the person responsible if s/he was not a child.

Local Authority Designated Officer

Alison Beasley

Telephone: 01865 815956 Email: alison.beasley@oxfo

rdshire.gov.uk

Safeguarding children is everybody's responsibility. All staff members have a responsibility to report a concern if they believe a member of staff has behaved inappropriately towards a child.

All concerns should be escalated to senior management and/or the Local Authority Designated Officer (LADO).

The Role of the Local Authority Designated Officer (LADO)

Allegations against professionals or volunteers working with children are managed through the Local Authority Designated Officer (LADO).

The role of the LADO is to manage cases when it has been alleged that a professional has:

- · Behaved in a way that has harmed a child, or may have harmed a child;
- · Possibly committed a criminal offence against or related to a child;
- · Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

The LADO is available to discuss any concerns and to assist with what action needs to be taken to protect a child. The LADO is also available to provide advice and guidance to senior managers on the progress of cases.

The LADO liaises with organisations such as the Police, Ofsted and Social Care to ensure a thorough and fair process for all those involved.

Completing the LADO referral form

Section one must be completed and submitted immediately to the Local Authority Designated Officer (LADO) if it is alleged that a person who works with children has:

- · Behaved in a way that has harmed, or may have harmed, a child
- · Possibly committed a criminal offence against, or related to, a child
- \cdot Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

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Signed by the Pre-School Manager	
Signed on behalf of the Management Committee:	
This Policy was reviewed/reprinted on	





Woodcote Pre-School No Smoking Policy

Policy statement

Woodcote Pre-School comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment - both indoors and outdoors.

Procedures

- All staff, parents and volunteers are made aware of our No-smoking Policy.
- No-smoking signs are displayed prominently.
- The No-smoking Policy is stated in information for parents and staff.
- Staff who smoke do not do so during working hours.
- Staff who smoke travelling to and from work must not do so whilst wearing a setting uniform or must at least cover the uniform.
- E-cigarettes are not permitted to be used on the premises.
- Staff are made aware that failure to adhere to this policy and procedures may result in disciplinary action.
- It is a criminal offence for employees to smoke in smoke-free areas, with a fixed penalty of £50 or prosecution and a fine of up to £200.

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Nutrition and Physical Activity - Policy and Practice

Woodcote Pre-school regard snack and meal times as an important part of the setting's session/day. Eating represents a social time for children and adults and helps children to learn about eating healthily and independence skills.

We have a named **PANCO** (Physical Activity and Nutrition Co-ordinator) Wendy Powell who is responsible for coordinating our approach to nutrition, healthy eating and physical activity within the setting

To teach and promote healthy eating, we have our own allotment where the children plant, water & watch their fruit & vegetables grow. We use some of this produce for our lunches & some for cooking activities.

We have weekly cooking activities when children are introduced to where food comes from, how it is grown and bought, cooked and produced and children have hands on experience of baking, tasting, eating, preparing produce which includes a variety of fruits, vegetables, bread and cheeses from all around the world.

We celebrate Festival's from around the world & sample different foods regularly.

We cook our meals fresh on a daily basis & use only fresh produce. Our menu is run on a 3 week basis, which we review regularly.

We have our own recipe books made from our lunch & pudding recipes which is available for parents to purchase.

It is important for children even of a young age to develop an understanding of what makes a healthy, balanced diet and enjoying eating and preparing foods with their families.

At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary/religious needs.

- Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies.
- Parents on registering their child are given information on the range of snacks we provide the children. A 3 weekly menu is also displayed on parents information board, on our website & in the parents welcome pack.
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs including any allergies are up to date. Parents sign the up-dated record to signify that it is
 correct and is kept with their records.
- We display current information about individual children's dietary needs in the kitchen so that all staff and volunteers are fully informed. A copy of this information is also kept in our registration folder.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary/religious needs and preferences as well as their parents' wishes.

- We provide nutritious food at all meals and snacks, considering portion sizes and avoiding large
 quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We include a variety of foods including protein, dairy foods, grains, cereals and fruit and vegetables. Each snack session will include a choice of fruit. During the morning session the children will have a choice of, toast with spreads & a selection of various fruits. Afternoon snack consists of a varied menu of healthy snack choices fruit, vegetables, cheese and crackers.
- We include foods from the diet of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- We provide vegetarian/vegan alternatives.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not
 use a child's diet or allergy as labels for the child or make a child feel singled out because of
 her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- Children are encouraged to be independent in self-care with going to the toilet & washing hands before snack/lunchtime.
- We use meal and snack times to help children to develop independence through making choices, choosing their own fruit and pouring their own drink. Choosing and spreading their own choice of spreads for their toast and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. An appropriate covered jug
 and cups are kept at child level for easy access. Children are made aware of this verbally and
 visually and may ask for drinks.
- In order to protect children with food allergies, we have rules about children sharing and swapping their food with one another.
- All staff are complete a Level 2 food hygiene course and are taught the recipes so that they are confident with handling and preparing food.

Packed lunches

For children who bring a packed lunch we:

- Ensure perishable contents of packed lunches are refrigerated;
- Inform parents of our policy on healthy eating and give advice on what to provide, share literature and display literature regarding current guidelines and local and national nutrition guidance.
- Encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts such as yoghurt. We provide the children with water or milk if they haven't brought their own drink.

- Discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We provide children bringing packed lunches with plates and cups and cutlery; and ensure staff sit with children to eat their lunch so that the mealtime is a social occasion.
- We remove unhealthy foods such as chocolate and high sugar drinks from lunches and replace with a healthy alternative informing parents of our reasons.

Physical Activity

- We provide all year round free flow to the outdoor physical play areas where children can
 exercise and play. We have access to a large play park & use of the village green. Children will
 have regular robust physical exercise and play activities for a minimum of 1 hour per session.
- Sedentary activities will be kept to a minimum with children encouraged and supported to spend two thirds of their learning outside in a physical environment.
- When the weather is not permitting outdoor play we have the use of a large indoor hall within the building.
- We have our own allotment on the other side of the village green where the children have the chance to do some digging.
- We regularly undertake physical activities indoors in the form of dancing, movement & rhyme, parachute play & we have our own climbing frame that can be used indoors/outdoors.

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Woodcote Pre-School Online Safety, including Mobile Phones and Cameras Policy



Woodcote Pre-School take steps to ensure that there are effective procedures in place to protect children, from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

Procedures

Information Communication Technology (ICT) equipment

- Only ICT equipment belonging to the setting is used by staff and children.
- The manager is responsible for ensuring all ICT equipment is safe and fit for purpose.
- All computers have virus protection installed.
- The manager ensures that safety settings are applied to ensure that inappropriate material cannot be accessed.

Internet access

- Children do not normally have access to the internet and never have unsupervised access.
- The manager has overall responsibility for ensuring that children and young people are safeguarded and risk assessments in relation to online safety are completed.
- All computers for use by children are located in an area clearly visible to staff.
- Children are not allowed to access social networking sites.
- The manager ensures that staff have access to age-appropriate resources to enable them to assist children to use the internet safely.

Email

- Children are not permitted to use email in the setting. Parents and staff are not normally permitted to use setting equipment to access personal emails.
- Staff do not access personal or work email whilst supervising children.
- Staff send personal information by encrypted email and share information securely at all times.

Mobile phones - children

Children do not bring mobile phones or other ICT devices with them to the setting.
If a child is found to have a mobile phone or ICT device with them, this is removed
and stored in a locked cupboard until the parent collects them at the end of the
session.

Mobile phones - staff and visitors

- Personal mobile phones are not used by our staff on the premises during working hours. They are stored in a locked cupboard.
- In an emergency, personal mobile phones may be used in an area where there are no children present, with permission from the manager.
- Our staff and volunteers ensure that the setting telephone number is known to family and other people who may need to contact them in an emergency.
- If members of staff or volunteers take their mobile phones on outings, for use in case of an emergency, they must not make or receive personal calls, or take photographs of children.
- Parents and visitors are requested not to use their mobile phones whilst on the
 premises. We make an exception if a visitor's company or organisation operates a
 lone working policy that requires contact with their office periodically throughout
 the day. Visitors will be advised of a quiet space where they can use their mobile
 phone, where no children are present. These rules also apply to the use of workissued mobiles, and when visiting or supporting staff in other settings.

We have our own mobile phone which is used on outings and occasionally on an afternoon session. It is a standard mobile phone and only used for pre-school purposes

Cameras and videos

- Staff and volunteers must not bring their personal cameras or video recording equipment into the setting.
- Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development, the Woodcote Correspondent, our Facebook Page, for displays and events within the setting and occasionally the Henley Standard Newspaper. We request written permission from parents (see the Registration form). Such use is monitored by the manager.
- Where parents request permission to photograph or record their own children at special events, general permission is gained from all parents for their children to be included. Parents are advised that they do not have a right to upload photos of anyone else's children.
- If photographs of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised, for example, ensuring children cannot be identified by name.

Social media

- Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
- In the event that staff name the organisation or workplace in any social media they do so in a way that is not detrimental to the organisation or its service users.
- Staff should observe confidentiality and refrain from discussing any issues relating to work
- Staff should not share information they would not want children, parents or colleagues to view.
- Staff should report any concerns or breaches to the pre-school manager.

Use and/or distribution of inappropriate images

• Staff are aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed.

 Staff are aware that grooming children and young people on line is an offence in its own right and concerns about a colleague's or others' behaviour are reported (as above).

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Woodcote Pre-School Parental Involvement Policy

Policy statement

We believe that children benefit most from early years education and care when parents and settings work together in partnership.

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

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

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

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

Procedures

- Parents are made to feel welcome in our setting; they are greeted appropriately.
- We ensure that all parents are included that may mean that we have different strategies for involving fathers, or parents who work or live apart from their children.
- We make every effort to accommodate parents who have a disability or impairment.
- We consult with all parents to find out what works best for them.
- We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.

- We inform all parents about how the setting is run and its policies, through
 access to written information, including our Safeguarding Children and Child
 Protection policy and our responsibilities under the Prevent Duty, and through
 regular informal communication. We check to ensure parents understand the
 information that is given to them.
- Information about a child and his or her family is kept confidential within our setting. We provide parents with a privacy notice that details how and why we process your personal information. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child.
- We seek specific parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- The expectations that we make on parents are made clear at the point of registration.
- Parents are actively encouraged to play an active part in the government and management of the pre-school.
- Our staff meet regularly with parents to discuss their child's progress and to share concerns if they arise.
- Where applicable, our staff work with parents to carry out an agreed plan to support special educational needs.
- Where applicable, our staff work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- We involve parents in the shared record keeping about their children either formally or informally and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We consult with parents about the times of meetings to avoid excluding anyone.

- We provide information about the pre-school, in ways that are accessible to
 parents with basic skills needs, or those for whom English is an additional
 language; making every effort to provide an interpreter for parents who speak a
 language other than English and to provide translated written materials.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to our written complaint's procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home

This policy has been agreed by Woodcote Pre-School Committee		
Signed by the Pre-School Manager		
Signed on behalf of the Management Committee:		
This Policy was reviewed/reprinted on		



Woodcote Pre-School Personal Care Policy



Woodcote Pre-School is committed to ensuring that all staff who are responsible for the intimate care of children will undertake their duties in a professional manner at all times. We recognise the need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain. The child's welfare and dignity is of paramount importance. Every child's right to privacy will be respected.

Definition of personal care

Personal care involves helping children with aspects of personal care which they are not able to undertake for themselves, either because of their age, maturity or because of developmental delay or disability.

Rationale

The purpose of these procedures is to set out guidelines that safeguard children and staff, by providing a consistent approach. Staff who provide personal care must be aware of the need to adhere to good Child Protection practice in order to minimise the risks for both children and staff.

Aims

The aims of the policy and procedures are:

- To safeguard the dignity, rights and well-being of children.
- To ensure that children are treated consistently when they experience personal care.
- To provide guidance and reassurance to staff.
- To ensure that parents are involved in planning the intimate care of their child and are confident that their concerns and the individual needs of their child are taken in to account.
- To reassure parents that staff are knowledgeable about intimate care.

Responsibilities

Management responsibilities:

- To ensure that permission has been sought from parents, for staff to support their child's personal care.
- To ensure that all staff and volunteers have clearance from the Disbarring Service (DBS) before engaging in any personal care routines.
- To provide facilities appropriate to the child's age and individual needs.
- To provide appropriate guidance, training, supervision and reassurance to staff, to ensure safe practice.
- To ensure that staff will receive ongoing training in good working practices which comply with health and safety regulations, hygiene procedures, first aid and child protection procedures.
- To keep a record of training undertaken by staff and to ensure that refresher training is provided when required.
- To ensure that all staff are familiar with the pre-schools Personal Care policy.
- To provide an induction programme for all new staff, to ensure that they are made fully aware of the Personal Care procedures.
- To ensure that parents are aware of their responsibilities in supporting the preschool.
- To ensure that all staff are familiar with the Safeguarding Children Policies, with particular regard to the 'Toilet Access' policy.
- To ensure that all mobile phones are locked way and no unauthorised recording equipment is in use, as per our employment policy.

Staff Responsibilities

- Staff must be familiar with the Intimate Care procedures.
- Staff must adhere to the personal care policy and procedures.
- Staff must report any concerns to management.
- Key persons will liaise with parents/carers to establish specific care routines for each child.
- Staff must take part in training for any aspect of Intimate Care support.

Procedures

- Wherever possible, children's personal care should be attended to by their key person.
- Staff must inform a colleague when leaving the room to support personal care routines.
- Children must be changed in the designated changing area, however, children's wishes must be respected.
- Staff must fill out a nappy changing form.
- Protective gloves and aprons must be worn when supporting personal care routines.
- Allow children to care for themselves as far as possible and encourage them to carry out aspects of intimate care to promote independence.
- Staff should communicate with children at all times during personal care procedures, ensuring the child is consulted about routines and kept informed at all times.
- Staff must show awareness of and be responsive to the child's reactions, their verbal and non-verbal communication and signifiers.

- Staff should use the opportunities during personal care to teach children about the value of their own bodies, to develop their personal safety skills and to enhance their self-esteem.
- Wherever possible, we will ensure the lower regions are covered before removing garments from the upper body.
- Soiled garments must be securely wrapped in a plastic bag and tied.
- The changing mat must be cleaned with antibacterial wipes/spray after each use.
- Soiled nappies, wipes, gloves and aprons should be placed in sealed nappy bags and disposed of in the nappy bin. The nappy bin is emptied in to the main bin at the end of the day.
- Staff engage in hand washing procedures after all personal care routines, children must be encouraged to do the same, creating an ideal opportunity to discuss the importance of hygiene.

Sleeping Child Procedures

- Ensure there is a separate secure sleep room for children to have a sleep if need be.
- Always ensure that the sleeping child is within sight or hearing.
- Use baby sleep monitors if the child is in a separate room and check every 5 minutes
- Record checks on a sleep record sheet,
- If a child is sleeping in the same room as other children, provide a cordoned off quiet area for the child.

Principles

The policy and procedures embrace the principles of Every Child Matters:

- Every child has the right to feel safe and secure.
- Every child has the right to be treated as an individual.
- Every child has the right to remain healthy.
- Every child has the right to privacy, dignity and a professional approach from all staff when meeting his or her needs.
- Every child has the right to information and support that will enable him or her to make informed and appropriate choices.
- Every child has the right to be accepted for who they are, without regard to age, gender, ability, race, culture or beliefs.

This policy has been agreed by Woodcote Pre-School Committee		
Signed by the Pre-School Manager		
Signed on behalf of the Management Committee:		
This Policy was reviewed/reprinted on		



Retention periods for records

Children's records	Retention period	Status	Authority
Children's records - including registers, medication record books and accident record books pertaining to the children	A reasonable period of time after children have left the provision (e.g. until after the next Ofsted inspection)	Requirement	Statutory Framework for the Early Years Foundation Stage (given legal force by Childcare Act 2006)
	Until the child reaches the age of 21 - or until the child reaches the age of 24 for child protection records	Recommendation	Limitation Act 1980 Normal limitation rules (which mean that an individual can claim for negligently caused personal injury up to 3 years after, or deliberately caused personal injury up to 6 years after the event) are postponed until a child reaches 18 years of age
Records of any reportable death, injury, disease or dangerous occurrence	3 years after the date the record was made	Requirement	The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) (as amended)
Personnel records	Retention period	Status	Authority

Personnel files and training records (including disciplinary records and working time records)	6 years after employment ceases	Recommendation	Chartered Institute of Personnel and Development
DBS check	6 months	Recommendation	DBS Code of Practice The following basic information should be retained after the certificate is destroyed: the date of issue; the name of the subject; the type of disclosure; the position for which the disclosure was requested; the unique reference number; and the details of the recruitment decision taken
Pay			
Wage/salary records (including overtime, bonuses and expenses)	6 years	Requirement	Taxes Management Act 1970
Statutory Maternity Pay (SMP) records	3 years after the end of the tax year to which they relate	Requirement	The Statutory Maternity Pay (General) Regulations 1986
Statutory Sick Pay (SSP) records	3 years after the end of the tax year to which they relate	Requirement	The Statutory Sick Pay (General) Regulations 1982

Income tax and National Insurance returns/records	At least 3 years after the end of the tax year to which they relate	Requirement	The Income Tax (Employments) Regulations 1993 (as amended)
Redundancy details, calculations of payments, refunds, notification to the Secretary of State	6 years after employment ends	Recommendation	Chartered Institute of Personnel and Development

Health and safety			
Staff accident records (for organisations with 10 or more employees)	3 years after the date the record was made (there are separate rules for the recording of accidents involving hazardous substances)	Requirement	Social Security (Claims and Payments) Regulations 1979
Records of any reportable death, injury, disease or dangerous occurrence	3 years after the date the record was made	Requirement	The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) (as amended)
Accident/medical records as specified by the Control of Substances Hazardous to Health Regulations (COSHH)	40 years from the date of the last entry	Requirement	The Control of Substances Hazardous to Health Regulations 2002 (COSHH)

Assessments under Health and Safety Regulations and records of consultations with safety representatives and committees	Permanently	Recommendation	Chartered Institute of Personnel and Development
Financial records	Retention period	Status	Authority
Accounting records	3 years from the end of the financial year for private companies, 6 years for public limited companies	Requirement	Companies Act 2006
	6 years for charities	Requirement	Charities Act 2011
Administration records	Retention period	Status	Authority
7.4311111104144101111000143	ixeterition period	Status	Additionty
Employers' liability insurance records	For as long as possible	Recommendation	Health and Safety Executive
Employers' liability insurance	-		
Employers' liability insurance records	For as long as possible 10 years from the date of the	Recommendation	Health and Safety Executive

Useful publications

More detailed information on retention of financial records is provided in *Financial Management* (Ref: A119) Pre-school Learning Alliance, which can be ordered from www.pre-school.org.uk/shop.

The Pre-school Learning Alliance is the largest and most representative early years membership organisation in England. An educational charity, the Alliance represents the interests of over 14,000 member settings who deliver care and learning to over 800,000 families every year. We offer information and advice, produce specialist publications, run acclaimed training and accreditation schemes and campaign to influence early years policy and practice.

T. 020 7697 2595 E. info@pre-school.org.uk W. www.pre-school.org.uk

Woodcote Pre-School Child Protection and Safeguarding Policy 2018



This policy was adopted on 1st October 2018

The policy must be reviewed and updated at least every 12 months.

Woodcote Pre-School recognises its responsibility for safeguarding and child protection.

Introduction

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

- Keeping Children Safe in Education 2018
- Working Together to Safeguard Children 2018
- Framework for the Assessment of Children in Need and their Families 2000
- What to do if you are worried a Child is being Abused 2015
- Oxfordshire Safeguarding Children Board (OSCB) Guidelines
- The Early Years Foundation Stage Statutory Framework 2017

The management committee takes seriously its responsibility under section 11 of the Children Act and duties under the Working Together to Safeguard Children to promote the welfare of children; to work together with other agencies to ensure adequate arrangements exist within our setting to identify and support those children who are suffering harm or are likely to suffer harm.

We recognise that all staff and members of the management committee have a full and active part to play in protecting our pupils from harm and that the child's welfare is our paramount concern.

Our setting should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child, free from discrimination or bullying, where children can learn and develop happily.

This policy applies to all staff, committee members and volunteers working in our setting.

All staff, committee members and volunteers will sign to confirm they have read and understood this policy.

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role to enable those children to have optimum life chances and to enter adulthood successfully.

Child Protection refers to the processes undertaken to meet statutory obligations laid out in the Children Act 1989 and associated guidance (see Working Together to Safeguard Children, An Interagency Guide to Safeguard and Promote the Welfare of Children) in respect of those children who have been identified as suffering, or being at risk of suffering harm.

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

Child refers to all young people who have not yet reached their 18th birthday.

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

DSL refers to the Designated Safeguarding Lead.

Aims of this Policy

- To demonstrate the pre-schools commitment with regards to safeguarding children.
- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children.
- To ensure consistent good practice across the setting.

The role of staff

Our staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating.

- All staff have a responsibility to provide a safe environment in which children can learn.
- Our setting has a DSL who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. The DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
- All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the earliest years through to the teenage years.
- Any staff member who has a concern about a child's welfare should follow the referral processes that are detailed in this policy. Staff should expect to support Social Workers and any other agencies following any referral.

What staff need to know

All staff members are made aware of the systems within our setting which support safeguarding. These are explained to them as part of their induction and include the following:

- This Child Protection and Safeguarding policy
- The staff Code of Conduct (Staff Behaviour policy)
- The role of the DSL, who they are and any deputies.
- Whistleblowing policy
- Managing allegations about staff or volunteers
- Missing child policy
- What to do if they have concerns about a child
- Personal Care policy'
- Health and Safety policy

- All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email and staff meetings), as required, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff are aware of the early help process and understand their role in this.
- All staff are aware of the process for making child protection referrals
 to children's social care and for statutory assessments under the
 Children Act 1989, especially section 17 (children in need) and section 47
 (a child suffering, or likely to suffer significant harm) that may follow a
 referral, along with the role that might be expected to play in such
 assessments.
- All staff know what to do if a child tells them that he/she is being abused or neglected. Staff understand how to maintain an appropriate level of confidentiality. They understand that this means to only involve those who need to be involved, such as the DSL (or deputy) and children's social care.
- All staff will have regard to our obligations to prevent our children from being drawn in to extremism or terrorism. We recognise that this is our statutory duty under the Counter Terrorism and Security Act 2015 (The Prevent Duty). All staff will receive training on understanding the Prevent Duty.
- All staff will never promise a child that they will not tell anyone about the allegation/disclosure that the child has made, as this may not ultimately be in the best interests of the child.

What staff should look out for

Any child may need early help, but our staff are particularly alert to the potential need for early help for a child who:

- Is a young carer
- Is disabled and has specific additional needs
- Has special educational needs (regardless of if they have a statutory education, health and care plan)
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child such as, substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child
- All staff are aware of the indicators of abuse and neglect so they are able to identify children who may be in need of help or protection.
- All staff are advised to maintain an "it could happen here" attitude, where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.
- Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the DSL (or deputy)

Government advice - What to do if you are worried a child is being abused-Advice for practitioners provides more information on understanding and identifying abuse and neglect.

https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

What staff should do if they have concerns about a child

If staff have any concerns about a child's welfare, they should act on them immediately. There is a flow chart at the end of this policy, setting out the process for our staff when they have concerns about a child.

If staff have a concern, they should follow this policy and speak to the DSL (or deputy).

Options will then include:

- Managing any support for the child internally via the pre-schools support processes
- An early help assessment
- A referral for statutory services

The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances the DSL or deputy is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior management team and/or take advise from the local children's social care team. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.

Our staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Early help

If early help is appropriate, the DSL (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and a referral to children's social care for a statutory assessment should be considered if the child's situation does not appear to be improving or is getting worse.

Statutory assessments

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Female Genital Mutilation- mandatory reporting duty for teachers

Whilst our staff should speak to the DSL (or deputy) with regards to any concern about Female Genital Mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in their profession, discovers that an act of FGM has been carried out on a girl under the age of 18, they must report it to the police.

What staff should do if a child is in danger or at risk of harm

To report a new concern - immediate concerns about a child

The Multi-Agency Safeguarding Hub (MASH) is the front door to Children's Social Care for all child protection and immediate safeguarding concerns. If there is an immediate safeguarding concern, for example:

- Allegations/concerns that a child is being sexually/physically abused
- Concerns that a child is suffering from severe neglect or other severe health risks
- Concerns that a child is living in or will be returned to a situation that may place him/her at immediate risk
- The child is frightened to return home
- The child has been abandoned or parent is absent

MASH should be contacted immediately

Telephone: **0345 050 7666**

Emergency Duty Team (outside office hours): 0800 833 408

A No-Names Consultation should not be used for the above scenarios.

No-Names Consultation

If you would like to make a no-names consultation, contact the **Locality and** Community Support Service (LCSS) on:

North Oxfordshire: 0345 2412703

• Central: 0345 2412705

South Oxfordshire: 0345 2412608

Record Keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the DSL (or deputy).

Why is all of this important?

It is important for children to receive the right help at the right time to address risks and prevent any issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of this poor practice include:

- · failing to act on and refer the early signs of abuse and neglect
- · poor record keeping
- · failing to listen to the views of the child
- \cdot failing to re-assess concerns when situations do not improve
- not sharing information
- sharing information too slowly
- \cdot a lack of challenge to those who appear not to be taking action

What staff should do if they have concerns about another staff member

If staff have concerns about another staff member then they should:

- Refer this to the manager. Where there are concerns about the manager, this should be referred to the chair of the management committee.
- In the event of allegations of abuse being made against the manager, where
 the manager is also the sole proprietor, allegations should be reported
 directly to the designated officer(s) at the local authority. Staff may
 consider discussing any concerns with the DSL and make any referral via
 them.
- Full details of the DSL can be found in Part 2 of this policy.
- The name of any member of staff considered not suitable to work with children will be notified to the DBS (Disclosure and Barring service), with the advice of ACAS/LAWCALL and LADO

What should staff do if they have concerns about safeguarding practices within the pre-school

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the setting safeguarding regime and that such concerns will be taken seriously by the senior leadership team.
- Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the setting's senior leadership team.
- Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

General guidance can be found at https://www.gov.uk/whistleblowing

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 - line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

Part 2

Key Personnel at Woodcote Pre-School

The Designated Safeguarding Lead (DSL) at Woodcote Pre-School is: Wendy Powell

Contact Details: <u>preschoolmanager@woodcotepreschool.co.uk</u> 01491 682300

The Deputy Designated Safeguarding Lead (DSL) at Woodcote Pre-School are: Samantha Hearn

Contact Details: woodcote.pre-school@hotmail.co.uk 01491 682300

The Nominated Child Protection/Safeguarding Governor for Woodcote Pre-School is:

Name: Amy Wheeler

Contact Details: chairperson@woodcotepreschool.co.uk 01491 682300

The Manager of Woodcote Pre-School is: Wendy Powell

Contact Details: preschoolmanager@woodcotepreschool.co.uk

Woodcote.pre-school@hotmail.co.uk

Tel: 01491 682300

Roles and Responsibilities

All settings must nominate a senior member of staff (DSL) to coordinate child protection arrangements and this person is named in this policy guidance. Our setting ensures that the DSL (or deputy) should always be available (during opening hours) to discuss safeguarding concerns. Our setting will also ensure that there are adequate and appropriate measures in place to cover out of hour/out of term activities.

The Management Committee

The Management Committee at Woodcote Pre-School undertakes the regular review of safeguarding related policies and procedures that operate in our setting.

The Management Committee have a crucial role in monitoring and challenging staff on the effectiveness of safeguarding arrangements.

The Management Committee ensure that:

- A DSL for Safeguarding and Child Protection is a member of the senior management team and has undertaken the approved OSCB training in inter-agency working, in addition to the generalist child protection training.
- A child protection policy and procedures that are consistent with the OSCB requirements are reviewed annually and made available to parents on request.
- Procedures are in place for dealing with allegations of abuse made against members of staff including allegations made against the manager.
- At least one person on an interview panel is trained in Safer Recruitment.

- Safer recruitment procedures are in place that include the requirement for appropriate checks in line with national guidance.
- A training strategy is in place that ensures that all staff complete OSCB approved generalist training at three-yearly intervals. The DSL should complete Designated Lead Safeguarding training at two-yearly intervals.
- Regular update sessions for staff regarding safeguarding take place,
 keeping staff up to date with any changes and ensuring that safeguarding remains a priority within the setting.
- Arrangements to ensure that all temporary staff and volunteers are made aware of the settings arrangements for safeguarding and child protection.
- The Management Committee nominates a member (usually the Chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the manager.
- The Early Years Safeguarding Self-Assessment form is completed annually in line with the Early Education Funding Terms and Conditions and returned to the local authority if/when requested. Any weaknesses or areas of concern identified in the self-assessment will be rectified without delay.

The Manager

- Ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff.
- Allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures.

 Ensures that the child's safety and welfare is addressed through the curriculum

The Manager ensures that the Designated Safeguarding Lead:

- Is appropriately trained
- Acts as a source of support and expertise to the pre-school community
- Has an understanding of the OSCB procedures
- Keeps written records of all concerns when noted and reported by staff
 or when disclosed by a child, ensuring that such records are stored
 securely and reported onward in accordance with this policy guidance, but
 kept separately from the child's general file
- Refers cases of suspected neglect and/or abuse to children's social care or the police in accordance with this policy
- Notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- Ensures that when a child with a child protection plan leaves the preschool, their information is passed to their new setting and that the child's social worker is informed
- Attends and/or contributes to child protection conferences in accordance with the local procedures and guidance
- Coordinates the settings contribution to child protection plans
- Develops effective links with relevant statutory and voluntary agencies
- Ensures that all staff sign to indicate that they have read and understood this policy
- Ensures that this policy is updated annually

- Liaise with the nominated committee member, as appropriate
- Keeps a record of staff child protection/safeguarding training

Deputy DSL(s)

The Deputy DSL is appropriately trained and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL, the deputy will assume all the functions listed above.

All staff will:

- Follow the OSCB procedures/Local Authority guidance in all cases of abuse, or suspected abuse. These can be found at www.oscb.org.uk
- Understand that our responsibility to safeguard children requires us to appropriately share any concerns that we may have about children.
- Support the child's development in ways that will foster security, confidence and resilience.
- Provide an environment in which children feel safe, secure, valued and respected and feel confident and know how to approach adults if they are in difficulties.
- Provide a systematic means of monitoring children known or thought to be at risk of harm and ensure we contribute to assessments of need and support plans for those children, where appropriate.
- Ensure that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.

Supporting Children

Woodcote Pre-School recognised that a child who is abused, who
witnesses violence or who lives in a violent environment may feel helpless
and humiliated, may blame him/her self and find it difficult to develop
and maintain a sense of self-worth.

 Woodcote Pre-School accepts that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, to aggressive or withdrawn.

Our setting will support all children by:

- Encouraging the development of self-esteem and resilience in every aspect of life
- Promoting a caring, safe and positive environment
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Carrying out no-name consultations with the LCSS (Locality Community Support Service) where appropriate
- Carrying out EHA's (Early Help Assessments) where appropriate, to identify what support can be put in place for the child and their family
- Notifying Social Care as soon as there is a significant concern. This
 includes contacting the Multi-Agency Safeguarding Hub (MASH)
- Notifying Social Care when a child attending our setting is privately fostered
- Providing continuing support to a child (about whom there have been concerns) who leaves the setting, by ensuring that such concerns and the medical records held by the setting are forwarded immediately under confidential cover to the DSL at the pupils new setting

Confidentiality

- All matters relating to child protection are confidential
- The DSL will disclose personal information about a child to other members of staff on a need to know basis only. However, all staff must

be aware that they have a professional responsibility to share information with other agencies in order to safeguard children

- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.
- We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with Social Care.
- We will take no-names consultations with our LCSS team to discuss concerns we may have, but we understand that if they then ask for a name we will disclose those details and it will become a referral.

Supporting Staff

- We recognise that staff working in the setting who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting
- We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support. This could be provided by another trusted colleague, occupational health and/or a representative of a professional body or trade union
- We understand that staff should have access to advice on the boundaries of appropriate behaviour
- We recognise that our DSL(s) should have access to support and appropriate workshops, courses or meetings as organised by the local authority

Allegations against staff

 All staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults

- We understand that a child may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the manager of deputy manager. If the allegation is made against the manager, this should be reported to the chairperson of the management committee
- The manager (or chairperson, if allegation is made against the manager) will discuss the content of the allegation with the Designated Officer's team at the Local Authority (LADO) **before** taking any action. The named Designated Officer for our county is:

Alison Beasley - 01865 815956

LADO team - 01865 810603

Email- Lado.safeguardingchildren@oxfordhire.gov.uk

Contact will be made with the Designated Officer or one of the assistant Designated Officers before any internal investigation is commenced.

- Our setting will follow the procedures for managing allegations against staff, as outlined in Keeping Children Safe in Education 2018
- Suspension of the member of staff against whom the allegation has been made needs careful consideration. We will consult with the Designated Officers team before making any decisions

See the flowchart attached to this policy for further details

Whistleblowing

• We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so

 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues and appropriate advice will be sought from the Designated Officers Team, where necessary

See full details in our Whistleblowing policy

Physical Intervention/Positive Handling

- Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour policy
- Such events should be recorded and signed by a witness
- We recommend that staff who are likely to need to use physical intervention should be appropriately trained
- We understand that physical intervention of a nature which is both unreasonable and disproportionate to the circumstances and/or causes injury or distress to a child, may be considered under child protection or disciplinary procedures

Full details can be found in our Behaviour Management policy

Anti-Bullying

- Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Bullying is a safeguarding matter, that if left unresolved can become a child protection matter. Our setting will take seriously any bullying concerns and will investigate and take action to protect pupils, where appropriate.
- We will liaise with the anti-bullying co-ordinator from Oxfordshire County Council, where appropriate

See full details in out Anti-Bullying policy

Health and Safety

Our Health and Safety policy reflects consideration we give to the
protection of children, both physically within the setting and, for
example, in relation to internet use and during trips and visits away from
the setting.

See full details in our Health and Safety Policy

Children with Special Educational Needs

At Woodcote Pre-School we recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

Types of abuse and neglect

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical Abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing

physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

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

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing, shelter (including exclusion from home or abandonment), failing to protect a child from physical or emotional harm or danger, failing to ensure adequate supervision (including the

use of inadequate care-givers) and not ensuring access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues

- All staff have an awareness of safeguarding issues, some of which are listed below. Staff are made aware that behaviours linked to the likes of drug takings, alcohol abuse, truanting and sexting, put children in danger.
- All staff are made aware that safeguarding issues can manifest
 themselves via peer on peer abuse. This is most likely to include, but not
 limited to; bullying (including cyber bullying), physical abuse such as
 hitting, kicking, shaking, biting, hair pulling or otherwise causing physical
 harm, sexual violence/sexual harassment, sexting (also known as youth
 produced sexual imagery) and initiation/hazing type violence and rituals.
 Staff are clear about our policy and procedures with regards to peer on
 peer abuse.
- We are aware that safeguarding incidents and/or behaviours can be associated with factors outside the setting and/or can occur between children outside the setting. All staff, but especially the DSL (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means that assessments of children should consider whether wider environmental factors are present in a child's life, that are a threat to their safety and welfare. Children's social care assessments should consider such factors, so it is important that we provide as much information as possible, as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Additional information about specific forms of abuse and safeguarding issues can be found attached to this policy.

Online Safety

Woodcote Pre-School recognises that it is crucial to safeguard our pupils from potentially harmful and inappropriate online material. As such, we ensure that appropriate filters and monitoring systems are in place.

Our Online Safety policy reflects the consideration we give to keeping children safe when they are using the internet.

Use of Mobile Phones and Cameras

Staff and children will not carry or use personal mobile phones and cameras within the settings working hours. Visitors will not use mobile phones or their own cameras whilst on the premises.

Further guidance can be found in our Online Safety including Mobile Phone and Camera policy.

Allegations of abuse made against other children (Peer on Peer abuse)

Our staff recognise that children are capable of abusing their peers. In a situation where child abuse is alleged to have been carried out by another child, our child protection procedures should be adhered to for both the victim and the alleged abuser; this means it should be considered as a child care and protection issue for both children.

Opportunities to teach children about safeguarding

In our setting, we ensure out pupils are taught about keeping themselves safe, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum.

Dealing with Disclosures

If a child asks to speak to you about a problem, do not promise confidentiality, but explain that it may be necessary to consult a colleague.

Receive – always stop and listen straight away, to someone who wants to tell you about incidents or suspicions of abuse. Listen quietly and actively, giving your undivided attention. Allow silences when needed. Do not show shock or disbelief but take what is said seriously.

Reassure- stay calm, no judgements, empathise. Never make a promise to a child that you can keep what is said to you a secret. Give reassurance that only those who need to know will be told. Reassure the young person that they were right to tell you.

React- react to the child only as far as necessary for you to establish whether or not you need to refer this matter, don't interrogate for full details. Do not ask leading questions, keep the questions open e.g. 'is there anything else you want to say?'. If you need to try to get more details, again keep to open questions e.g. 'tell me a bit more about that'.

If you do ask questions remember to record the questions you ask, as well as the responses the young person gives.

Do not criticise the perpetrator; the child may have affection for him/her.

Explain what you will do next - inform DSL, keep in contact.

Record- if possible, make brief notes about what they are actually telling you at the time. Keep these notes, however rough they are. If you are unable to make notes at the time, write down what was said as soon as you can.

Record what was actually said by the student rather than your interpretation. Be factual at all times.

Record the date, time, place and any noticeable non-verbal behaviour.

Report- report the incident to the DSL and do not tell any other adults or pupils what you have been told.

Record Keeping

Never attempt to carry out an investigation of suspected abuse by interviewing the child or any others involved. This is a highly skilled role and any attempts by yourself could affect possible criminal proceedings.

The DSL are responsible for ensuring that the necessary paperwork is completed, sent to the relevant people and stored in a safe and confidential place. This means that the records will be a coherent factual record of the concerns that are stored on individual children, in clear chronological order.

Front page chronologies should be used and be part of all individual safeguarding files. Information to be recorded includes:

- Child's name and date of birth
- Child in normal context
- The incident with dates and times
- A verbatim record of what the child has said
- If recording bruising/injuries, indicate the position, colour, size, shape and time on a body map.
- Action taken

Information Sharing

Sharing information is an intrinsic part of any frontline practitioners' job when working with children and young people. More information including the '7 Golden Rules' for information sharing can be found in our GDPR and Information Sharing policies.

Monitoring and Review of this policy

All visitors in a professional capacity will have access to a copy of this policy and will have the opportunity to consider and discuss the contents. The policy will also be available to parents.

This policy will be reviewed annually. All staff should have access to this policy and sign to the effect that they have read and understood its contents.

Appendix A: Definitions

Children and the court system - Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

They explain and support each step of the process and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education - All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their Setting or college's unauthorised absence and children missing from education procedures.

Children with family members in prison - Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO

provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child criminal exploitation: county lines - Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

The key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism12 should be considered. Like other forms of abuse and exploitation, county lines exploitation can:

- affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults;
- is typified by some form of power imbalance in favour of those
 perpetrating the exploitation. Whilst age may be the most obvious, this
 power imbalance can also be due to a range of other factors including
 gender, cognitive ability, physical strength, status, and access to
 economic or other resources.

Child sexual exploitation (CSE) - The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people, (or a third person or persons) receive something, (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing and/or others performing on them, sexual activities. Child

sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child's or young person's limited availability of choice, resulting from their social/economic and/or emotional vulnerability. (DCSF 2009).

Key Facts about CSE

- Sexual exploitation often starts around the age of 10 years old. Girls are usually targeted from age 10 and boys from age 8.
- It affects both girls and boys and can happen in all communities.
- Any person can be targeted but there are some particularly vulnerable groups: Looked after Children, Children Leaving Care and Children with Disabilities.
- Victims of CSE may also be trafficked (locally, nationally and internationally).
- Over 70% of adults involved in prostitution were sexually exploited as children or teenagers.

Sexual violence or abuse against children represents a major public health and social welfare problem within UK society, affecting 16% of children under 16. That is approximately 2 million children.

Good practice - Individuals

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

Good practice - Organisations

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

Domestic abuse -The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual:
- · financial: and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Homelessness - Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets.

The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases Setting and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: here.

So-called 'honour-based' violence - So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures,

using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**13 that requires a different approach (see following section).

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

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

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

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

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

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

FM is illegal in England and Wales. This includes:

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

Prevent - The Counter Terrorism & Security Act 2015. The Act places a Prevent duty on specified Setting to have "due regard to the need to prevent people from being drawn into terrorism". The education and childcare specified authorities in Schedule 6 to the Act are as follows:

 The proprietors of maintained Setting, non-maintained special Setting, maintained nursery Setting, independent Setting (including academies and free Setting) and alternative provision academies, PRUs, registered early years providers, registered late years providers and some holiday schemes.

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

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

The Prevent Duty for Schools and Childcare Providers

https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

ALL staff should complete online training

https://www.elearning.prevent.homeoffice.gov.uk/

http://course.ncalt.com/Channel_General_Awareness/01/index.html

Sexting

Flowchart for Setting

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/doc uments/behavioursupportservice/SextinginSchools-FlowchartofConcern.pdf

Information booklet

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/doc uments/behavioursupportservice/SextinginSchools-InformationBooklet.pdf

Risk assessment

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/doc uments/behavioursupportservice/SextinginSchools-RiskAssessment.pdf

Sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter",
 "part of growing up", "just having a laugh" or "boys being boys"; and

 challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence

It is important that Setting and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 200319 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.21

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment,

we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering
 with someone's clothes (Setting and colleges should be considering when any of
 this crosses a line into sexual violence it is important to talk to and consider
 the experience of the victim) and displaying pictures, photos or drawings of a
 sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of this

guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Children in need - A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

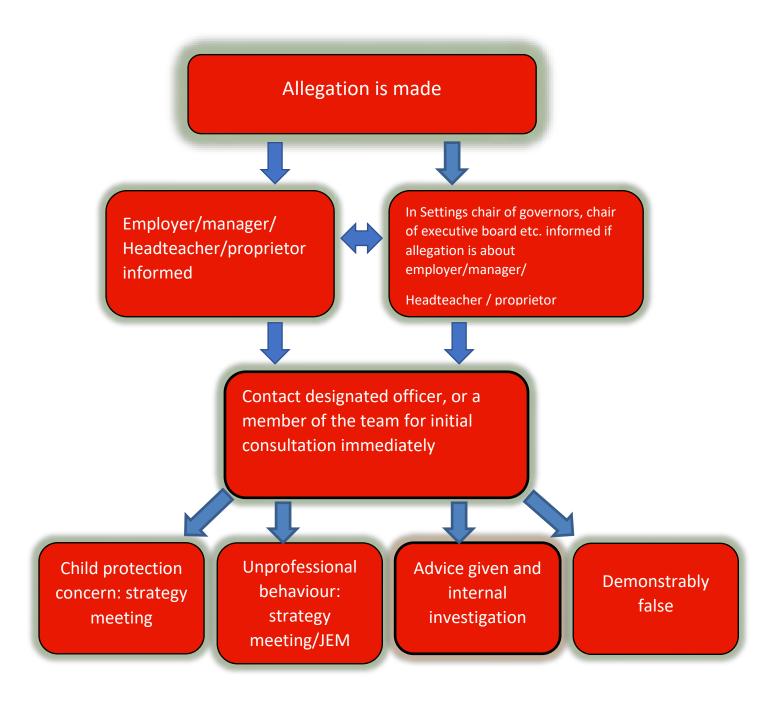
Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

Appendix B

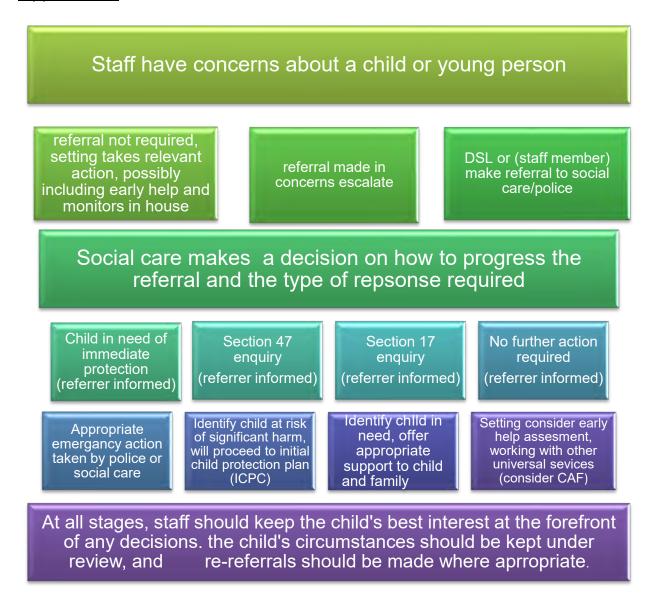
Allegation flowchart

If you have a concern that a person who works with children and young people may have behaved inappropriately or you have received information that may constitute an allegation you must:



Please note JEM: Joint Evaluation Meeting

Appendix C



Please note, the referrer should always receive feedback after a referral is made or be involved in any ongoing meetings if the case progresses.



Woodcote Pre-School Safer Recruitment Policy



Woodcote Pre-School meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff and volunteers are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements.

Procedures

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All our staff have job descriptions, which set out their roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking the suitability of all staff and volunteers who will have unsupervised access to children. This includes obtaining references and ensuring they have a satisfactory enhanced criminal records check with barred list(s) check through the DBS. This is in accordance with requirements under the Safeguarding

Vulnerable Groups Act (2006) and the Protection of Freedoms Act (2012) for the vetting and barring scheme.

- Where an individual is subscribed to the DBS Update Service, we carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post.
- We keep all records relating to the employment of our staff and volunteers; in particular those demonstrating that suitability checks have been done, including the date of issue, name, type of DBS check and unique reference number from the DBS certificate, along with details of our suitability decision.
- We require that all our staff and volunteers keep their DBS check up-to-date by subscribing to the DBS Update Service throughout the duration of their employment with us.
- Our staff are expected to disclose any convictions, cautions, court orders,
 reprimands and warnings which may affect their suitability to work with children whether received before, or at any time during, their employment with us.
- We obtain consent from our staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up-to-date for the duration of their employment with us.
- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated.

Notifying Ofsted of changes

 We inform Ofsted of any changes to our Registered Person, Management Committee and Manager.

Training and staff development

- Our manager and deputy hold the CACHE Level 3 Diploma for the Children and Young People's Workforce or an equivalent qualification and at least half of our other staff members hold the CACHE Level 2 Certificate for the Children and Young People's Workforce or an equivalent or higher qualification.
- We provide regular training to all our whether paid staff or volunteers through the Pre-school Learning Alliance and external agencies.
- Our budget allocates resources to training.
- We provide our staff with induction training in the first week of their employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures are introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Staff taking medication/other substances

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Our staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
- If we have reason to believe that a member of our staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

Managing staff absences and contingency plans for emergencies

- Our staff take their annual leave when the setting is closed. Where a staff member
 may need to take time off for any reason other than sick leave or training, this is
 agreed with their line manager, with sufficient notice.
- When our staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary, in accordance with the individual's contract of employment.

This policy has been agreed by Woodcote Pre-School Committee

Signed by the Pre-School Manager	
Signed on behalf of the Management Committee:	
This Policy was reviewed/reprinted on	



Woodcote Pre-School Student Placement Policy



Policy statement

Woodcote Pre-School recognise that qualifications and training make an important contribution to the quality of the care and education we provide. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

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

Procedures

- We require students on qualification courses to meet the Suitable Person requirements of the Early Years Foundation Stage and have a satisfactory enhanced DBS check with barred list check(s).
- We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
- We require schools, colleges or universities placing students under the age of 17
 years with us, to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.

- Students undertaking qualification courses who are placed in our setting on a shortterm basis are not counted in [our/my] staffing ratios.
- Students and apprentices, over the age of 17, who are undertaking a level 3
 qualification may be considered to be counted in the ratios if our manager deems
 them to be suitably qualified and experienced.
- We take out employers' liability insurance and public liability insurance, which covers both students and voluntary helpers.
- We require students to adhere to our Confidentiality and Client Access to Records Policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

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Woodcote Pre-School Supporting Children with Special Educational Needs Policy

Woodcote Pre-School provide an environment in which all children with special educational needs and disabilities (SEND) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEND.
- Our Pre-School is inclusive to all children with SEND.
- We support and involve parents and children, actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.
- We promote the SEN Local Offer

Our Special Educational Needs Co-ordinator (SENCO) is Samantha Hearn. If parents or carers have any concerns or questions about their child's development, they should speak with her. Wendy Powell is also SENCO trained. If for any reason Sam is not available, please speak with Wendy.

The SENCO works closely with our manager and other staff members and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.

- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.

- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEN support to ensure early identification of children with SEN.
- We use the graduated approach system to identify, assess and respond to children's SEN.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes.
- We provide parents with information on local sources of support and advice. SEN support involves four stages; assess plan, do and review. In cases of greater needs, an Education, Health and Care (EHCP) plan may be put in place if deemed appropriate, after an assessment is made by the Local Authority.
- We liaise and work with other external agencies to help improve outcomes for children with SEN.
- We have systems in place for referring children for further assessment e.g.
 Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN.
- We raise awareness of our special education provision via our website and our promotional materials.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Websites and	d Information:
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 $\underline{www.oxfordshire.gov.uk/cms/public-site/special-eductional-needs-and-disability-}\\ \underline{local-offer}$

 $\underline{www.oxfordshire.gov.uk/cms/public-site/special-eductional-needs-and-disability-\underline{sen}$

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Woodcote Pre-School The Collection and Non-Collection of Children Policy



Parents should always aim to be on time to collect their child at the end of the session; however, we recognise that there may be occasions when a parent/carer is unavoidably late to collect their child.

In the event that a child is not collected by an authorised adult by their expected collection time, we put into practice agreed procedures. These ensure that the child is cared for safely by an experienced and qualified member of staff who is known to the child.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures for the collection of children

- At the end of each session, a member of staff will open the door to allow parents/carers to come in and collect their child/ren. The children will be sitting on the carpet and encouraged to wait there until their parent or carer arrives.
- No child will be allowed to leave with anyone who is not listed by the parents on the registration form, unless the parents have signed the collection book, giving details and permission for the person to collect the child. Staff will ask for identification from that person upon collection.
- No child will be handed over to anyone under the age of 18. If staff members are in any doubt of the person's age, they will request to see identification.
- Staff will ensure that no child leaves unaccompanied.

Procedures for the non-collection of a child

- Parents are asked to provide the following specific information when their child starts attending our setting, which is recorded on our Registration Form:
 - Home address and telephone number if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).

- Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
- Details of who has parental responsibility for the child.
- Information about any person who does not have legal access to the child.

It is the parent's responsibility to ensure that we have up to date contact details for both parents and all persons whom they have nominated as an emergency contact and nominated collector.

- On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they
 must inform us so that we can begin to take back-up measures. Our contact
 telephone number is 01491 682300
- On occasions when parents are aware that they will not be at home or in their usual place of work, we ask that they inform us in writing, how they can be contacted.

We inform parents that in the event of their child not being collected from preschool by an authorised adult and the staff can no longer supervise the child at our premises, we apply our safeguarding procedures as set out in our 'Safeguarding Children' policy.

If a child is not collected at their expected collection time, we follow the procedures below:

- The child's file is checked for any information about changes to the normal collection routines. If no information is available; parents/carers are contacted at home or at work.
- If this is unsuccessful, the adults who are authorised by the parents to collect their child and whose telephone numbers are recorded on the Registration Form are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on the Registration Form or in their file.

- If no-one collects the child within 30 minutes of their expected collection time and there is no named contact who can be contacted to collect the child, we apply the procedures for uncollected children.
- If we have any cause to believe the child has been abandoned we will contact the local authority children's social care team. If the children's social care team is unavailable, or if our local authority advises, we will contact the local police.
- The child stays at the pre-school under the care of two of our fully-vetted workers, one of whom will be our manager or deputy manager, until the child is safely collected either by the parents or by a social care worker, or by another person specified by social care.
- Under no circumstances will staff take the child home with them.
- We will ensure that the child is not anxious and that we do not discuss our concerns in front of them.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked.
- Ofsted may be informed:
- The local Pre-school Learning Alliance office/Development Worker may also be informed:

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Woodcote Pre-School Valuing Diversity and Promoting Inclusion and Equality Policy



Policy statement

Woodcote Pre-School are committed to ensuring that our service is fully inclusive in meeting the needs of all children.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin or may live with other relatives or foster carers. Some children may come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children's learning, attainment and life outcomes.

We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our pre-school.

Aims

- Promote equality and value diversity within our pre-school and maintain good relations with the local community.
- Actively include all families and value the positive contribution they make to our pre-school.
- Promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all form.
- Provide a secure and accessible environment in which every child feels safe and equally included.
- Improve our knowledge and understanding of issues relating to anti-discriminatory practice.

Procedures

Admissions

Woodcote Pre-School is open and accessible to all members of the community.

- We base our Admissions Policy on a fair system.
- We do not discriminate against a child or their family in our service provision, including preventing their entry to our setting based on a protected characteristic.
- We advertise our service widely.
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages (where ever possible).
- We reflect the diversity of our community and wider society in our publicity and promotional materials.
- We provide information on our offer of provision for children with special educational needs and disabilities
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Inclusion and Equality Policy.
- We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by the setting.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia). Displays of openly discriminatory xenophobic and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our 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

- We advertise posts and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and suitability checks. This ensures fairness in the selection process.
- All our job descriptions include a commitment to promoting equality, and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for our staff and volunteers to enable them to develop anti-discriminatory and inclusive practices.
- We ensure that our staff are confident and fully trained in administering relevant medicines and performing invasive care procedures on children when these are required.
- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

Curriculum and Environment

The curriculum offered in our setting encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It encourages development of confidence and self esteem, empathy, critical thinking and reflection.

The environment should be accessible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably, then reasonable adjustments should be made to accommodate their needs.

We ensure that our practice is fully inclusive by:

Creating an environment of mutual respect and tolerance.

- Modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Positively reflecting the widest possible range of communities within resources.
- Avoiding use of stereotypes or derogatory images within our books or any other visual materials.
- Celebrating locally observed festivals and holy days.
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.
- Ensuring that disabled children with and without special educational needs are fully supported.

We will ensure that our environment is as accessible as possible for all visitors and service users. We do this by:

- Undertaking an access audit to establish if the setting is accessible to all disabled children and adults. If access to the setting is found to treat disabled children or adults less favourably, then we will make reasonable adjustments to accommodate the needs of disabled children and adults.
- Fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

Valuing Diversity in families

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

Food

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

Meetings

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

Monitoring and reviewing

So that our policies and procedures remain effective, we will monitor and review them annually to ensure our strategies meet our overall aims to promote equality, inclusion and to value diversity.

 We provide a complaints procedure and a complaints summary record for parents to see.

We have a duty to eliminate discrimination, promote equality of opportunity, foster good relations between people who share a protected characteristic and those who do not.

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Woodcote Pre-School Whistleblowing Policy



It is important to Woodcote Pre-School that any fraud, misconduct or wrongdoing by employees, or people engaged in the organisation's business, is reported and properly dealt with. We therefore encourage all individuals to raise any concerns that they may have about the conduct of others in the early years setting or the way in which the early years setting is run.

We recognise that effective and honest communication is essential if malpractice is to be effectively dealt with and the organisation's success ensured.

Whistleblowing relates to all those who work with, or within, the early years setting, who may from time-to-time think that they need to raise with someone in confidence certain issues relating to the organisation.

Whistleblowing is separate from the grievance procedure. If you have a complaint about your own personal circumstances, you should use the normal grievance procedure. If you have a concern about malpractice within the organisation, then you should use the procedure outlined below.

Procedure

- Report any concerns to your line manager. If this is not possible, then report your concerns to the chairperson of the management committee.
- All employees and those involved with the early years setting should be aware of the importance of preventing and eliminating wrongdoing within the organisation. You should be watchful for illegal, inappropriate or unethical conduct and report anything of that nature that you become aware of.
- You should be watchful and report any wrongdoing. Wrongdoing could include:
 - abuse of a child or vulnerable person
 - a child, parent, employee or volunteer being put at risk of harm
 - unsafe working practices
 - a failure to comply with statutory or legal obligations
 - a criminal offence which has or is about to be committed

- the use of unsafe equipment
- falsification of financial records
- bribery and/or corruption which has taken or is about to take place
- covering up wrongdoing or malpractice
- Any matter you raise under this procedure will be investigated thoroughly, promptly
 and confidentially, and the outcome of the investigation will be reported back to
 you.
- You will not be victimised for raising a matter under this procedure. This means that your continued employment and opportunities for future promotion or training will not be prejudiced because you have raised a legitimate concern.
- Victimisation of an individual for raising a qualifying disclosure (something that it is
 in the public interest to disclose) will be a disciplinary offence.
- If misconduct is discovered as a result of any investigation under this procedure
 the early years setting's disciplinary procedure will be used, in addition to any
 appropriate external measures.
- If you make a malicious, vexatious or false allegation then this will be considered a
 disciplinary offence and disciplinary action will be taken against you.
- An instruction to cover up wrongdoing is itself a disciplinary offence. If you are told not to raise or pursue any concern, even by a person in authority such as a manager, you should not agree to remain silent. In this event you should report the matter to the chairperson of the management committee.

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