

Accident Policy

An accident can be defined as:

- 'An unfortunate incident that happens unexpectedly and unintentionally, typically resulting in damage or injury'

or

- 'An event that happens by chance or that is without apparent or deliberate cause'

Serious injuries as defined by Ofsted are:

broken bones or a fracture loss of consciousness pain that is not relieved by simple pain killers acute confused state persistent, severe chest pain or breathing difficulties amputation dislocation of any major joint including the shoulder, hip, knee, elbow or spine

Stompers aims:

- To ensure all staff understand the definition of an accident, and the difference between a minor and serious injury.
- To ensure all staff undertake a minimum of 6 hours paediatric 1st aid training regularly (every 3 years) as outlined in the EYFS and that there is always a minimum of one staff member on site that holds the 12-hour paediatric 1st aid training.
- That all staff understand the importance of recording accidents and injuries and how to do so effectively (including who to report these to and how they are stored).
- To ensure that more serious accidents or dangerous occurrences are reported to relevant outside agencies. These may include Ofsted, the local Safeguarding Partnership and/or the Health and Safety Executive.
- To complete a thorough review of relevant policies, procedures and risk assessments at regular intervals but also following any serious accident or hazardous situation so that adaptations, alterations or updates can be made to avoid future re-occurrence.

First aid treatment

- The Preschool always keeps a first aid box accessible, both on the premises, in the Emergency evacuation bag and on every outing. The contents of the first aid boxes are checked regularly and contents changed/updated where required.
- At least one staff member with a current Paediatric First Aid certificate must be always on the premises (where possible all staff members will hold a current first aid qualification) All training requires both theory and practical training. All staff hold a minimum of 6 hour paediatric first aid training and as of Jan 2024 when staff are due to renew their first aid they will be booked onto the 12 hour Paediatric First aid wherever possible.

Recording of accidents and injuries

A record of all accidents involving a child or adult and any first aid treatment given as a result is written up either using a paper or digital (tapestry) accident form. This is then shared with the parents at the end of the

session. The parent(s) or guardian will be asked to sign the form to recognise that an accident has taken place. The manager or Deputy should be informed of all accidents/injuries as soon as possible.

- A copy of the form is kept onsite, either via digital download from tapestry or in paper form. Copies will be sent to parents via tapestry for all forms (paper copies will be photographed and sent as an observation, digital copies sent via care diary).
- If the accident results in a 'head bump' or 'head injury' we will always make efforts to contact parents/carer. The child will then be monitored throughout the rest of the session. A head bump form will be sent home to parents. This contains information on how to treat a head injury and signs to look for in the event of concussion. The form will also contain a brief overview of the accident.

Pre-existing injury

If a child is injured outside of the settings care, to the extent they require 1st aid/ medical intervention, have a noticeable injury or they hit their head:

- parents should inform us either by email/telephone (if child is absent from setting) or when the child next attends the setting.
- If staff notice an injury or unexplained marks/ bumps or bruising.

In any instance a pre-existing injury form should be completed by the staff member that takes the message, speaks to the parent or noticed the injury/mark. They should inform the manager or deputy as soon as possible and the parent will be asked to confirm and sign the form. If the child offers an explanation of the injury, this should also be recorded.

All accident and injury records are monitored for safeguarding trends. These are kept in an excel document, which is updated and monitored at regular intervals. All records are stored for the appropriate amount of time and will then be destroyed according to GDPR guidance.

Serious accidents and dangerous occurrences

- In the case of an accident involving a child or adult that results in the need for treatment by a medical professional; a written report is kept, including the events leading up to the accident, details of any action taken and information about the medical professionals involved. It may also be helpful to include photos in the report to provide additional information about the injury or circumstances.
- In the event of an accident involving a child or adult that results in the need for treatment by a medical professional, the Manager must be informed on the same day. The Manager will arrange for relevant outside agencies to be informed within the required time limits. These may include Ofsted, the Local Safeguarding Partnership and/or the Health and Safety Executive (see below for RIDDOR requirements).
- Following an accident involving an adult or child that results in the need for treatment by a medical professional or a dangerous occurrence that could easily have resulted in serious injury or death, a thorough review of relevant policies, procedures and risk assessments is completed by the Preschool Manager and Deputy Manager.

Medical emergencies

- If a child or adult requires emergency medical treatment as a result of an accident, an ambulance must be called immediately by dialling 999.
- Once the ambulance has been called, we will contact parents/carers, next of kin or other emergency contact immediately (please note in all circumstance we will attempt to contact emergency contacts in order of identified preference and if contact cannot be made we will go down the list and repeat until contact can be made).
- Emergency contact for adult will be notified immediately these can be found in personnel files or in the emergency information folder (RED folder, kept on the stage).
- If Emergency contact is unable to attend the setting before an ambulance arrives a staff member will always escort a child to hospital if required. If an adult is required to go to hospital the manager/deputy will make the decision whether they require an escort from another staff member or not.

Reporting accidents and dangerous occurrences in accordance with RIDDOR

Some injuries and dangerous occurrences which may easily have led to a serious injury must be reported immediately to the Health and Safety Executive ('HSE') in accordance with RIDDOR - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 - HSE

The HSE RIDDOR website (www.riddor.gov.uk) contains full details of the circumstances in which a report must be made. These circumstances include:

- a) An employee or self-employed contractor is killed or suffers a major injury in connection with work (see the HSE RIDDOR website for a list of reportable major injuries).
- b) A member of the public (including a nursery child) is killed or is taken directly from the scene of the accident to receive treatment at hospital (tests and diagnostic procedures do not count as "treatment").
- c) An employee or self-employed contractor suffers an injury connected with work which results in the injured person being away from work or unable to carry out the full range of their normal duties for more than seven days (including weekends, holidays, or other days on which the person would not normally be expected to work), not counting the day of injury itself.
- d) There is a dangerous occurrence which does not result in a reportable injury, but clearly could have done (see HSE RIDDOR website for details).
- e) A doctor notifies the Preschool that an employee is suffering from a reportable disease (see the HSE RIDDOR website for details).

Admissions Policy:

Stondon Stompers take children from their 2nd Birthday

Stompers aims are:

- To operate according to open, fair, and clearly communicated admissions criteria which is open to all parents who apply for a place.
- To ensure that our admissions criteria comply with our Equal Opportunities Policy.

Admissions Criteria

The waiting list is arranged in birth order per term/academic year and in addition considers the following:

- any child considered as vulnerable, this includes children who are assessed under section 17 of the Child Act 1989, including children who have a child in need plan, a child protection plan, a looked after child, have a Education, Health Care Plan. This list is not exhaustive.

- The vicinity of the child's home to the setting
- 3- and 4-year-old government funded
- 2-year disadvantaged funding (proof of eligibility will need to be provided)
- Length of time on the waiting list
- Other 2-year-olds (working parent funding and fee-paying children)
- The capacity of the setting to meet the individual needs of the child

Where possible, we will try to accommodate any current Stompers session changes over new starters, unless a start date has been confirmed for the new starter.

To enquire about a place, please click the link to complete the enquiry form.

Enquiry Form

We will then put your child's name on the waiting list for the term that you would like them to start. Please note, that is not a guarantee of a space.

We will offer you a time to visit the setting to have a look around and ask any questions you have. Please make sure you bring your child with you.

A follow up e mail will be sent to you to see if you would like to remain on the waiting list following your visit.

A term before their ideal start date, we will contact you with the sessions we are able to offer. This will ideally match what you have put on your enquiry form or emailed us to amend since completing the form but please note there are no guarantees.

Admissions

Once a childcare place has been offered the parents /carers are required to complete relevant paperwork namely a registration form where a contract is signed. Confirmation of the space, booking and start date will be issued. This information is then held regarding the child.

Children with SEND

- The manager / SENDCo must seek to determine an accurate assessment of a child's needs at registration. If the child's ongoing needs cannot be met from within the setting's core budget, then an application for SEN

inclusion funding must be made as soon as possible. (This must contain accurate information and will NEVER be falsified).

- Children with identified SEND must be offered a place when one becomes available in line with our admission criteria and inclusion policy. However, the start date for children with more complex SEND will be determined by the preparations made to ensure the child's safety, well-being and accessibility in the setting. If a child's needs determine that reasonable adjustments need to be made, the manager / SENDCo must outline a realistic timeframe for completion, detailing the nature of adjustments e.g. risk assessment, staff training, health care plan and all other adjustments required. The child's safety and the best interests of the child will at all times remain paramount. Stompers may need to cap the number of SEND child we can accommodate based on individual needs and staffing at any point during the academic year. Where possible we will support families to find a suitable alternative setting or if suitable/acceptable keep them on the waiting list until a space becomes available.

- At the time of registration, the manager / SENDCo must check to see if a child's family is in receipt of Disability Living Allowance, if so, the manager / SENDCo should ask for evidence to enable them to claim the Disability Access Fund directly from the local authority. If the family is eligible but not in receipt of the allowance, the setting manager / SENDCo will support the family in their application if they choose to apply. More information can be found at www.gov.uk/disability-living-allowance-children/how-to-claim.

- Preparation for admitting a child with SEND must be made in a reasonable amount of time and any delay in the child starting is scrutinised by the setting manager / SENDCo to avoid discrimination and negative impact on the child and family. During a preparation period the family and relevant agencies and the local authority must be regularly updated on the progress of the preparations.

1. Once a £50 deposit has been made you will be asked to complete an online registration form.
2. Only once registration has been completed will Stompers accept a child on to their software/ Register.

Supporting Parents:

We will offer parents/carers support to complete the pre-school admissions documents, parent declaration forms and other forms such as lower school admissions forms. All parents are required to sign the Terms and Conditions on enrolment. The terms and conditions inform parents of the admission policy as well as information on fee payments and notice periods.

We will ensure parents are aware of the 15 hours funding they receive for 3-year-olds the term after their third birthday and where applicable for 2-year-olds. Some families are entitled to 30 hours but must meet the criteria, we will support parents as much as possible.

From April 2024 eligible parents of working families may be entitled to 2-year-old, 15 hours government funding per week.

From September 2024 eligible parents of children aged 9 months up to three years old can access 15 hours government funding per week.

Please note, Stompers only take children from their 2nd Birthday at this time.

Behaviour Management

Stompers aims are:

- To provide an environment in which children can thrive as an individual whilst learning the rules of social engagement and expected behaviour both within the setting and in a wider social context. As well as being free to learn, develop and play at their own pace without fear of unfair consequences or discipline.
- To ensure that any unacceptable behaviour is handled fairly, consistently and in partnership with parents.
- To teach children empathy and how to be considerate of the views, feelings, needs and rights of others and the impact that their behaviour may have on other people, living creatures, their environment and surroundings

Promoting positive behaviour

- All staff, volunteers, students and committee members are required to promote positive behaviour at all times within the setting. They should role model appropriate behaviour at all times. They should also be mindful of this when outside the setting where they are representing the setting or are in a place with a high chance of seeing parents or children from the setting. (As outlined in the staff handbook).
- We require all staff members (volunteers and students) to use positive strategies for handling any conflict, this could be done by supporting the children to find solutions in ways which are appropriate to their ages and stages of development – e.g. distraction, praise, reward or mindfulness.
- Children should be encouraged and given the opportunity to resolve their own conflicts where possible, staff should monitor and intervene when and where appropriate.
- Staff should remain mindful that every child is an individual and techniques that work for one child may not work for another.
- We encourage and promote British Values, these are:
 1. Democracy
 2. Rule of law
 3. Individual liberty, and;
 4. Mutual respect and tolerance.

These are embedded within our curriculum, and we promote them within our daily practice, using a variety of activities, resources and other opportunities as they present themselves.

- Staff promote the settings 'golden rules', they encourage children to learn, understand and follow these both in setting and daily life. We use resources such as Rosie the puppet to display and encourage children to be more interactive in their learning and knowledge of these rules.

Managing unacceptable behaviour

Whilst being mindful that all children develop understanding of behaviour in different ways and at an individual rate, we remain vigilant and consistent in our approach to teaching and guiding children to identify 'unacceptable' behaviour and how to overcome this. To do this we:

- We help them to understand when they have behaved in an unacceptable way. Why the behaviour was unacceptable and model positive ways of dealing with frustrations.
- We will use effective de-escalation techniques and creative alternative strategies that are tailored to the individual needs of the children. If a child's behaviour becomes a risk of harm to others.
- We help children to develop self-regulation skills and resilience in ways that are appropriate to their ages and stages of development.
- If behavioural problems are experienced often with a particular child, it will be monitored and evidenced, this will also be discussed with the SENCO and other relevant staff members and if needed parents will be spoken to and a strategy meeting will be arranged to decide how to move forward.
- Where deemed necessary we will make regular observations that establish what precedes the incidents, what form the behaviour takes and what the consequences are. This will form the basis for any referrals if required.

What we do not do:

- We will never use physical punishment i.e., smacking or shaking. Children are never threatened with these, and we do not allow any other person to use corporal punishment on the preschool premises.
- Never will we single out or humiliate individual children, by using strategies such as "naughty area".
- We do not shout, raise our voices, or otherwise act in a threatening way to respond to children's behaviour.
- We will never deny or threaten to withhold food or drink as a punishment or threaten any other punishment.

Working with parents to address recurring unacceptable behaviour.

- We will have open communication with parents and always inform them on any behavioural issues, we will obtain support from external agencies if needed. We will ensure the child is given support, encouragement and guidance throughout this period and every opportunity to resolve the situation will be taken.
- A plan is agreed with the child's parents/carers at a meeting that includes details of any agreed actions and additional support for the child. A written record of this plan is made and shared with the child's parents/carers.
- This plan will be reviewed regularly and managed internally unless unacceptable behaviour continues, we may use external agencies to support us.

- An Antecedent, Behaviour, Consequence (ABC) chart may be used in consultation with parents to identify any consistent triggers or patterns in behaviour.
- We may advise parents of external support that is available to them, this may be in the form of parenting advice sessions.

Physical intervention

- We may use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of this will be recorded on an "Incident Report Form" (what happened, what action was taken and by whom, and the names of witnesses) This will then be discussed with the preschool manager immediately, the chair of the committee will also be informed in a timely manner (information will be shared following safeguarding procedures and information sharing policies).
- The child's parents/carers are informed by telephone on the same day and the person collecting the child will be asked to sign the incident form to indicate that they have been informed of what happened and understand how it was dealt with.
- We have a responsibility to protect all the children in our care and do reserve the right to suspend a child's place if their behaviour becomes a threat to the safety of themselves or others. This decision would only be taken as a last resort.

Challenging Behaviour/Aggression by children towards other children

Bullying:

Bullying involves the persistent physical or verbal abuse of another.

- We take incidences of bullying very seriously and take action that is age appropriate to minimise the chances of recurrence.
- When children have been bullied, we share what has happened with their parents/carers. Without breaking confidentiality, we will discuss with the parents/carers that the child responsible for bullying is receiving support to implement more acceptable ways of behaviour.

Biting:

Biting is a common, age-appropriate behaviour for younger children and toddlers. As they develop their senses and explore the world around them. However, if it is continuous and becomes beyond what is deemed as 'age/ developmentally appropriate' it may be necessary to uncover the reasons behind the biting and to address the specific issues that underlie it.

Common reasons for biting in young children:

- Curiosity: They may also be interested in learning about what happens when they bite. A child will usually learn quickly that biting results in negative responses.
- Frustration: young children may bite because they are frustrated with a situation. A lack of communication skills may lead to children expressing their frustration by biting.
- Attention seeking: This may occur at any age but is common in pre-school age children. Children who want attention may realise that they get attention by biting, even if it is negative.

Challenging unwanted behaviour from adults in the setting:

- Our setting will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia) This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
- Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
- Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, it will be reported to the preschool manager and recorded within the related child's file. The procedure is explained, and the parent asked to comply while on the premises. A second occurrence will result in a letter to the parent/person requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner. A third occurrence may result in the consideration of withdrawing the child's place.

Staff training

- The Preschool/Deputy Manager is responsible for ensuring that all staff members receive appropriate behaviour management training, this may be online or during a staff training day.
- We familiarise new staff members and volunteers with the preschools behaviour management policy and its rules for behaviour to ensure that children's behaviour is handled consistently by all adults.

Children's rights and entitlements.

As stated in the Early Years Foundation stage, Children develop quickly in the early years, and Early Years Practitioners aim to do all they can to help children have the best possible start in life. Their experiences between birth and age five have a major impact on their future life chances.

- We promote a Child's rights, spelled out in the United Nations Convention on the Rights of the Child, (UNICEF) which is a legally binding agreement which outlines the fundamental rights of every child.
- To ensure the provision enables them to develop their personalities, talents, and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities, or gender.
- Referring to the UNICEF there are no rights that are stronger than others, these are all equal measures and have the same importance. Every child has the right to:
 - Relax and Play
 - Freedom of expression
 - Be safe from violence
 - An Education
 - Protection of identity
 - Sufficient standard of living
 - Know their rights
 - Health and Health Services
- We ensure every child is a unique child who has a right to develop into a resilient, capable, confident, and self-assured individual who is strong and independent.
- We listen to children to recognise their needs and encourage their right to express and communicate their thoughts, feelings, and ideas.
- We comply with The Prevent Duty which came into force as part of the counter terrorism and security act 2015 and was updated in 2023 along with the Prevent Duty guidance updated March 2024 promoting the 5 British Values; democracy, rule of law, individual liberty, mutual respect, and tolerance for others.

Collection Policy

Stompers Aims are:

- To ensure the safety of all children in our care and to maintain safeguarding and collection procedures are followed to support this.
- To ensure children are only collected by Parents/carers with parental responsibility or only other individuals authorised by someone with parental responsibility.

Parental responsibility

- We are obliged to follow the instructions of any adult with parental responsibility for a child. We cannot prevent any adult with parental responsibility from collecting their child from the preschool.

Parental responsibility as defined by Gov.uk:

1. A mother automatically has parental responsibility for her child from birth.

A father usually has parental responsibility if he's either:

2. married to the child's mother
3. listed on the birth certificate (after a certain date, depending on which part of the UK the child was born in)

For further information on unmarried father's gaining parental responsibility please see Gov.uk.

Same-sex parents

- **Civil partners**

Same-sex partners will both have parental responsibility if they were civil partners at the time of the treatment, e.g. donor insemination or fertility treatment.

- **Non-civil partners**

For same-sex partners who are not civil partners, the 2nd parent can get parental responsibility by either:

- Applying for parental responsibility if a parental agreement was made
- Becoming a civil partner of the other parent and making a parental responsibility agreement or jointly registering the birth.

People authorised to collect a child:

Under no circumstances will the preschool release a child to a person who has not got parental responsibility without prior agreement & the use of a password.

- Children in our care must be collected by an authorised person.
- Authorised people include any adult with parental responsibility for the child and any other people named on the child's emergency contact (EYMANN). This person will need to have the password and ID.
- If parents/guardians have arranged additional collection arrangements, they must inform the preschool.

- Emergency contacts given on registration forms will become an authorised person to collect. It is the parent's responsibility to contact Stompers to change this.

- We have a password system in place so that a person with parental responsibility can safely arrange for another person to collect their child. We ask, if possible, for parents/guardians to send a picture of the adult who will be collecting the child via tapestry to make them easily identifiable to staff.

Stompers ask that parents inform them as soon as possible if anyone other than themselves or an emergency contact will be collecting. However, if a person who is on the emergency contact collects the child Stompers will release them. (ID and password will be asked)

Stompers Policies 2024

- An authorised person and password form is maintained and kept in the red information folder on the stage; staff will ensure this is to hand when overseeing the dismissal of children.
- Please note even an authorised person may be asked to show ID and give the password if they have not dropped off or collected recently or are unknown to staff for any reason. We reserve the right to confirm collection with another authorised person if deemed necessary.
- Our late collection penalty charge is £5 per 10 minutes (e.g., £10, 20 minutes, £15, 30 minutes) recurring and consistent late collection will result in a charge of £1 per minute from the end of your child's session- this will be based on the individual and the circumstances around the late collection. An invoice will be sent to you by the end of the day and payment will be required with 24 hours.
- To ensure the security of all children and practitioners, parents/guardians are reminded to not allow any other person into the building by opening security doors or holding doors open for others. A practitioner must authorise all people entering the building. The arrival and departure of children, volunteers and visitors will be recorded on the register or in the visitor's book. Students, volunteers and visitors will never be responsible for overseeing the collection/release of children from the setting.

What to do if a child is not picked up:

- Two fully qualified practitioners, at least one of whom must be the manager or Deputy must stay at the setting with the child. At least one staff member present must hold a full and relevant 12-hour first aid certificate.
- Every effort should be made to contact the parents/ guardians using all available contact numbers after 15 minutes.
- Secondary contacts/authorised persons should be contacted if unable to reach parents/guardians after this time.
- If unable to contact any parent/guardian or authorised person, the Chair of the Committee must be informed. Under no circumstances are practitioners to leave the child alone.
- Practitioners can take a left child to Stondon Lower School whilst procedures are put in place. This is due to public nature of Stondon Stomper's premises.
- Contact will be made with the Local Authority Children's Social Care Team if no contact can be made with any of the nominated carers or parents after one hour.
- Once contact has been made with the Social Care Team, we will follow their guidance.
- A full written report will be completed.

Parents under the influence:

If there is any indication that a parent/guardian or authorised person is under the influence of either alcohol or drugs, staff will inform the Preschool Manager or Deputy Manager, who will then contact the Local Authority Designated Officer (LADO). The welfare of the child is paramount, and a decision will be made to ensure the safest outcome for the child in line with our Safeguarding Policy.

If a parent/guardian is clearly intoxicated then every attempt would be made to contact an alternative person with parental responsibility for the child, or another authorised person to inform them of the situation and request that they collect the parent/guardian and child from the setting.

If a child were to be found in the possession of alcohol or drugs whilst in the setting, staff would inform the Preschool Manager and the LADO. The parents/guardians would be informed and if we suspected an illegal act had taken place the police would be called.

Complaints

Stompers Aims are:

- To ensure any complaint made is documented correctly, investigated, and resolved in a prompt and timely manner.

Making a complaint

A parent may make a complaint informally this could be done by:

- raising the concern with any member of preschool.
- If guidance is needed staff will speak to their manager to take appropriate action.
- If parents are unsatisfied with how the complaint is being handle and formal complaint can be made.

We encourage open communication with parents to minimise the need of a formal complaint.

A parent may make a complaint formally this would be done by:

- The complaint should be put in writing to the Pre-school Manager who will then ensure that a Complaints Record is completed noting the date of receipt, the source, and the nature of the complaint.
- The Chair must be notified, and a copy of the record provided. If parents are not comfortable with putting the complaint in writing an agreed designated person can scribe for the parent.
- The complaint will be fully investigated. Details will be set out in the Complaints Record including the persons involved, interviews conducted, reviews of records and any referrals made to external agencies.
- Confidentiality will be always maintained.
- Once the investigation is completed, any actions or outcomes identified will be recorded. Should any actions be taken by an external agency; this will be recorded only where permission is given to do so. Should a member of staff be dismissed following the investigation because they placed a child at risk of significant harm, Ofsted will be immediately advised.
- The findings and actions taken as a result of an investigation will be shared with the complainant in writing within 28 days of the complaint being received.
- If parent and Pre-School cannot reach an agreement, we will seek outside advice to support and advise us, this may be in a form of an external mediator.

A record of all formal complaints about the preschool is kept for a period of 3 years from the date of the complaint.

(Or until the date of the nursery's next full Ofsted inspection if later) and is made available to Ofsted on request. All complaints should be taken seriously and dealt with fairly and in a way, which respects confidentiality.

Confidentiality

Stompers aims are:

- To ensure that parent(s)/carers can share information about their child(ren) to the setting and staff in confidence.
- To allow staff to discuss children and families, raise concerns and seek advice within setting confidently and beyond whilst maintaining confidentiality.
- To ensure we comply with GDPR and Data protection Act 2018

Keeping information confidential:

All Pre-School staff will respect confidentiality in the following ways:

- Staff and Management Committee will not disclose any information about individual children to outside agencies unless agreed with parent(s)/career (unless it is a safeguarding concern and may result in danger to the child-please refer to safeguarding policy).
- Staff are required to sign a Confidentiality Agreement. Any proven breaches of that agreement will result in disciplinary action.
- Issues with employment of staff, whether paid or unpaid, will remain confidential to people directly involved with making personnel decisions.
- Any Safeguarding concerns will be logged and shared with staff and other professionals on a need-to-know basis.
- Students or volunteers that attend the Pre-School will be advised of our confidentiality policy and required to respect it.
- Members of the Management Committee will recognise that they are party to privileged information and will agree to sign a confidentiality agreement which may be inspected at any time. Any proven breaches of that agreement will require the resignation of that Member.
- The chairpersons Hayley Law/ Gemma Magee should be made aware to any safeguarding concerns where necessary. This does not mean the chairperson will know everything about the individual or case. With overall responsibility for the preschool, she must be informed of some information.

Storing Information

- Sensitive information about children/parents/staff will be stored in a locked filing cabinet under their file, with restricted access.

- Paper copies will be shredded when disposed of.

Facebook, Twitter and other networking sites or personal blogs:

- All the above are a public form of communication. In their non work time, staff, students, or helpers remain responsible for not posting anything online that breaks confidentiality about children, families or colleagues, or information that could damage the reputation of the pre-school.
- To keep staff safe, we advise that any social media pages are kept secure and can only be viewed by close friends. We also advise staff to not disclose where they work on any social media sites.

Accessing information

- Parents will have ready access to the files and records of their own children but will not have access to information about another child. (Using tapestry that they may contribute too)
- If a child is attending more than one setting, with parents written permission we will share information, this permission is signed in our terms and agreement form in the registration pack.

Relationships with Parents

Staff must uphold a professional relationship with parents/carers whilst the child is attending Stompers. Staff are not permitted to socialise with parents/carers outside of the setting unless they have an established relationship with the parent/carer in which case this would have been disclosed to the Pre-school Manager. This may be a result to have children in the setting together.

We have a preference that staff do not make or accept invitation to become online friends with committee members, parents, or other family carers on any social networking site during the child's time at preschool. This policy also applies to all students and bank staff.

If staff socialise with parents outside the settings confidentially about the preschool must be always maintained. If at any point staff have not this could result in disciplinary proceedings.

Conflict of Interest:

All management committee members (Trustees) of Stondon Stompers will strive to avoid any conflict of interest between the interests of the Pre-School on the one hand, and personal, professional, and business interests on the other. This includes avoiding actual conflicts of interest as well as the perception of conflicts of interest.

The purpose of this policy is to protect the integrity of the Committee's decision-making process, to enable our stakeholders to have confidence in our integrity, and to protect the integrity and reputation of committee members.

Examples of conflicts of interest include:

- A committee member who is related to a member of staff and there is decision to be taken on staff pay and/or conditions.

- A committee member who is also on the committee of another organisation that is competing for the same funding.
- A committee member who has shares in a business that may be awarded a contract to do work or provide services for the organisation.

When deciding on fee increases Stondon Stompers have a requirement to charge fees in line with the Nursery Education Funding (NEF) rate received from Central Bedfordshire Council for our funded 3-4-year-old children. Committee members who are users of Stompers are made fully aware of this policy and as such vote accordingly.

Upon appointment 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. This written disclosure will be kept on file at Stompers will be updated as appropriate.

During meetings or activities, 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 the committee members' best interests or a conflict between the best interests of two organisations that the committee members are involved with.

After disclosure, the Committee members understand that they may be asked to leave the room for the discussion and may not be able to take part in the decision depending on the judgement of the other committee members present at the time.

Any such disclosure and the subsequent actions taken will be noted in the minutes.

This policy is meant to supplement good judgment and the management committee members should respect its spirit as well as its wording.

E-Safety

We recognise the value that communication and technology plays in the learning and development of the children. Children are given regular access to ICT equipment, to develop skills that are vital to life-long learning.

Stompers Aims are:

- To ensure that there is a clear strategy in place for the safe use of social media, email, and other electronic communication facilities at the preschool.
- To ensure that the preschool staff can have use of technology that will benefit children, parents, and staff without exposing themselves or others to unacceptable levels of risk.

Internet use within the setting:

- iPads are used for tapestry and keeping up to date with observations and communication with parents. Staff may use the internet with the children for the purpose of promoting their learning.
- Any technology that the children use independently will not be connected to the internet.
- The designated person has overall responsibility for ensuring that children and young people are safeguarded and risk assessments in relation to online safety are completed.
- Children are taught the following stay safe principles in an age-appropriate way prior to using the internet.
 - Only go online with a grownup
 - Be kind online.
 - Do not share information about me.
 - Do not press buttons on the internet to things I do not understand.
 - Tell a grown up if something makes me unhappy on the internet.

Emails

- The pre-school has a managers designated email address for professional correspondence that is password protected, the administrator and SENCO also have their own. The passwords changed at regular intervals, and if the Pre-school manager leave If the password is divulged, this is a breach of confidentiality and is treated as such.

Emails for the setting are:

Manager: stompersleader@gmail.com

Administrator: stondonstompers@live.com

SENCO: stomperssendco@gmail.com

- The nursery email account must not be used to send pornographic, offensive, or illegal material and must not be used to send or receive personal emails.

Social Media

- Stompers has their own Facebook page that is monitored by the Manager, reminders about upcoming events and weekly updates on what the children have been up to are posted on the page. Only children with written permission from parents will be able to have their photo uploaded. This permission is given when completing the registration forms.
- Personal information about the children will never be posted online (name, DOB etc)
- Staff do not communicate with parents regarding the setting via social media, WhatsApp, or personal emails. This is to maintain a professional boundary.

Use of Photographs

- Photographs are taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements and are an effective form of recording their progression in the Early Years Foundation Stage, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.
- Mobile phones and/or cameras must never be used in the children's toilet areas and no images whatsoever may be taken of children being changed or bathed.

Use of mobile phones, cameras, and smart watches.

- Taking photographs and videos of children whilst they are attending preschool is an effective way of recording their progress and of sharing information with parents. It is however important that these images are of an appropriate nature and that they are taken and shared only with the written consent of the children's parents or carers.
- Staff members, volunteers and students working at the nursery are required to store their personal mobile phone and/or camera in their bags in jubilee room on silent. Staff phones remain in their bags, Staff may access their phones when on their lunch break, there may be other occasions staff require access to their phones, this must be discussed and agreed with management.
- Staff are not permitted to use these devices in areas where children are present. Staff will never take photos on their own personal camera, mobile phone or wrist camera. Mobile phones and wrist cameras must be locked away during session times, staff may only have their phones and wrist cameras during designated breaks away for the children.
Parents and visitors will be required to leave mobile phones and wrist cameras in a designated box on the stage, where they should be left for the duration of their visit.
- Users bringing personal mobile telephones into the setting must ensure there is no inappropriate or illegal content on the device.
- Parents and carers are asked to give written permission detailing if and how images of their child may be taken and shared by the preschool i.e., tapestry/Facebook/website. Photos and videos are taken and used only in accordance with this permission. If permission is refused for whatever reason, this decision is respected.
- The preschool has purchased tablet computers and other devices capable of recording images. These are the only devices that may be used by staff, students, or volunteers to take photos or videos of children either on the preschool premises or whilst on outings.
- All cameras, tablet, laptops, and other similar devices are stored in a secure location when the setting is closed.
- Smart watches with cameras are not permitted. Staff may wear smart watches during working hours ONLY if they do not have a camera or image sharing capabilities. As stated above all

staff mobile phones are kept in the jubilee rooms with their personal belongings. Updated Jan 2024.

- Staff will never take photos on their own personal camera, mobile phone, or wrist camera. Mobile phones and wrist cameras must be locked away during session times, staff may only have their phones and wrist cameras during designated breaks away for the children. Parents and visitors will be required to leave mobile phones and wrist cameras in a box on the stage for the duration of their visit.

Reporting

- If staff become aware that a child is the victim of cyber-bullying, they discuss this with their parents and refer them to sources of help, such as the NSPCC on 0808 800 5000 or www.nspcc.org.uk, or Childline on 0800 1111 or www.childline.org.uk
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at www.iwf.org.uk
- Suspicions that an adult is attempting to make inappropriate contact with a child on-line is reported to the National Crime Agency's Child Exploitation and Online Protection Centre at www.ceop.police.uk

Equal Opportunities:

The legal frameworks followed by this policy are:

- | | |
|---|---------------------------------------|
| • The Equality Act 2010 | • Race Relations Act 1976 |
| • Children Act 1989, 2004 | • Sex Discrimination Act 1986 |
| • Special Educational Needs and Disability Act 2004 | • The Children and Family Act 2014 |
| • Disability Discrimination Act 1995 | • The SEND code of practice 0-25 2014 |

Stompers aims are:

- To ensure that our service is fully inclusive in meeting the needs of all children.
- Be committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.
- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups, and people with disability.
- Continuously update our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all the activities of the setting.
- Encourage and promote British values such as mutual respect and tolerance.

What makes us inclusive?

- Our setting is open to all members of the community.
- We advertise our service widely using various forms of media.
- We provide information in clear, concise language, whether in spoken or written form and can provide information in languages other than English if required.
- We base our admissions policy on a fair system that is open to all.
- We take positive action to challenge discrimination and to promote equality of opportunity.
- We do not discriminate against a child or their family, or prevent entry to our setting, based on colour, ethnicity, religion, or social background, such as being a member of a travelling community or an asylum seeker.
- We do not discriminate against children with disability or SEN. Consideration needs to be given to any reasonable adjustments required to include any child who may have a disability or special educational needs.
- We act against any discriminatory behaviour by staff or parents. Displays of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

- Posts are advertised and all applicants are judged against required criteria.
- Applicants are welcome from all backgrounds, faiths and cultures. Posts are open to all subject to appropriate experience and qualifications.
- The applicant who best meets the criteria will be offered the post, subject to references and checks by the Disclosure Barring Service. This ensures fairness in the selection process.
- All job descriptions include a commitment to valuing equality, inclusion, and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible to all.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We encourage staff to undertake additional training to support and increase their knowledge in all areas of inclusion and diversity.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity, and inclusion.

Curriculum and environment

The curriculum offered in the setting encourages children to develop positive attitudes about themselves. We do this by:

- encouraging children to empathise with others and to begin to develop the skills of critical thinking.
- Helping children to understand that discriminatory behaviour and remarks are unacceptable in an age appropriate manner.
- We have consideration for British Values and share these with the children through our daily routine and role modelling expectations.

- The environment is accessible for all visitors and service users. Reasonable adjustments will be made to accommodate the needs of disabled children and adults.
- Ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning. This will be done by providing stories in their home language, prompt cards, working with parents to correctly sound out words and bringing resources that represent their culture into our continuous provision and celebrating festivals and celebration from other cultures and religions.
- Within Stompers we provide opportunities for children to develop and use their home language during their play and learning. This has also been reinforced with purchasing additional resources that represent other cultures, celebration of festivals and in addition snacks that complement the festivals or event. Parents are also asked to provide key words in the child's home language to also support the child's home language whilst at Stompers

Inclusion

We ensure all children feel included by:

- Making children feel valued and good about themselves.
- Adjusting the environment and resources to accommodate a wide range of learning, physical and sensory impairments.
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles.
- Positively reflecting the widest possible range of communities by enhancing the choice of resources.
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials.
- Celebrating a wide range of festivals.
- Creating an environment of mutual respect and tolerance.
- Differentiating the curriculum to meet children's special educational needs and disabilities. Our bespoke curriculum and baseline ranges reflect accordingly to meet the children with special educational needs and/or disabilities that may affect their development. We also support children with additional needs by providing an additional member of staff above ratio wherever possible, we also provide 1:1 support for children who require a higher level of support, either throughout the entire sessions attended or in short burst of 1:1 activity (this may also include key times such as snack). To do this we utilise additional SEN inclusion funding when applicable to support this.
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

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 parents/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 ensure their full inclusion.

Food

- We work in partnership with parents to ensure that the medical, cultural, and dietary needs of children are met.
- 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.

Fire Safety

The committee and staff create a safe environment where the prevention of fire is of vital importance. Our first duty is always to look after the children, and this will mean the evacuation of the building. No attempt should be made to fight the fire until their safety is ensured, and then without exposing any person to risk.

- We will carry out fire drills at least once a term - ensuring that all children are aware of the fire evacuation procedure. We will log every fire drill carried out in the Fire Safety logbook.
- Students and visitors will be instructed on fire drill procedures at the beginning of their attendance.
- Staff will be inducted into Fire Safety during their initial induction.
- Testing of fire alarms and firefighting equipment is carried out annually by the Village Hall committee. A copy of the report/certificate is displayed on the Village Hall notice board.
- All emergency exits are to be always kept clear and free of obstruction.

The Fire safety check Risk Assessment will be carried out annually by a Fire Officer. This report will then be discussed with our committee and staff to ensure we are following guidance and recommendations, and a risk assessment undertaken which will consider.

- Any person especially at risk in case of a fire, e.g., Very young children, children with special or additional needs or vulnerable adults and make plans for their safe evacuation.
- Any other potential hazards.
- The Pre-School's evacuation plan and any changes needed.
- Adequate training.

General Fire Safety

All staff will make it their responsibility to ensure:

- Tops and fronts of heaters are kept clear.
- Exits are not obstructed.
- Displays where possible will not be above heaters, and if this is unavoidable, they will be securely fixed.
- Combustible materials (paper, card, fabrics etc) are not stored near to sockets or lights.
- Unnecessary lights or electrical appliances (Computers, printers, fans, laminator, toaster, etc) are to be switched off and where possible unplugged when not in use.
- All electrical items, plugs and cables are checked before each use. Any wear or tear is reported and the appliance is not used until it is safe to do so.

- The fire extinguishers are checked annually, arranged by the Village Hall Committee.
- The Manager Emma Daulman or Deputy Manager Claire White will test the fire alarm once a week, they will also test all smoke alarms and document this in the fire safety booklet.

Emergency Action procedure in the event of a fire

Discovering a fire

Do not attempt to put it out. Firstly, raise the alarm by using the fire whistle or alarm and follow the procedure on the 'Fire evacuation procedure' notices (appendix 1).

Responding to the fire alarm

All staff must follow the procedure on the 'Fire evacuation procedure' notice and evacuate the building as quickly and quietly as possible. The register, mobile telephone and visitors' book, care plans, medications and emergency grab bag will be taken to the initial meeting point where the register is taken.

Initial meeting points – Reception playground or the Lower School Playground, (at the front of the building) dependant on the location of the fire.

After the event

- If it is a drill or false alarm, then the building can be re-entered if deemed safe by either the managing staff or the fire rescue team and logs will be completed.
- If the fire is real and is causing danger, staff will take the children onto the large grass area on the site of Stondon Lower School. Stompers staff will contact the Head teacher at the Lower School to inform them of the situation and that either; we are on site or if the fire is posing a danger to all parties on 01462 850288.

If we were unable to access the Lower School, we would make our way to our Place of Safety – Mount Pleasant Golf Club. Contactable on 01462 850999 Each child's parents or emergency contacts will be contacted and informed of the situation.

Emergency Evacuation/Closure

In the event of an emergency closure after the session has started, parents and carers will be informed by telephone that they are required to collect their child as soon as possible. If the closure is due to sickness, the children and all staff who are unaffected will remain on the premises until all children can be collected.

If the closure is due to an emergency which requires the building to be evacuated, the children will be safely evacuated according to the current Fire Drill procedures. Contact information for all the children will be taken out of the building alongside the daily register. Once the building is evacuated, the Preschool Manager will ensure the relevant authorities/emergency services are called. The children will then be taken to a place of safety (Lower School or Mount Pleasant Golf Club) until such time as they can all be collected by parents and carers. The Preschool Manager and/or Chairperson will contact the parents and carers of the children present. All staff will remain with the children during this time.

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

Appendix 1- Fire Evacuation procedure

Fire Action and Evacuation Plan

Raise the alarm by using the emergency break glass unit located on the stage. (next to the door of the Jubilee Room)

Ensure your party keeps calm.

Leave the building by the nearest exit and make your way outside. If safe to, close all windows and doors once you are sure the last person has left.

Ensure less mobile people have the assistance they require to evacuate to the meeting points efficiently.

Go to the evacuation meeting point located in front of Stondon Stompers Lower School. (next door)

Ensure everyone in your party is accounted for so that you can inform the fire service of trapped or missing people.

Do not congregate in the car park as this will cause access problems for the emergency services.

Do not return to your vehicle.

The **hirer** must call the emergency services on a mobile or public phone. Dial 999 and follow their instructions, giving the address as:

Hillside Road, Stondon, Bedfordshire, SG17 6LQ

Do not hang up until the operator has confirmed this address to you.

Ensure the Booking Clerk and/or the Parish Clerk are informed as soon as possible.

Booking Clerk's number: **07818 038842**

Parish Clerk's number: **01462 887521**

On no account must you tackle the fire until the safety of your party is confirmed.

Do not return to the building to collect belongings.

Do not re-enter the premises until instructed to do so.

Do not leave the village hall grounds until everyone is accounted for.

Food and Drink

A nutritionally balanced diet is important in childhood to ensure optimum development, at a time of rapid growth. It is not only important for growth but for learning, promoting positive habits and attitudes towards healthy eating.

Stompers aims are:

- To work alongside families and professionals to support children to develop healthy eating practises.
- To provide a healthy and nutritious snack with drink available all day.
- Ensure that a safe and healthy practise around the storage, preparation and service of food are maintained throughout the setting.

Food and Drink

In order to ensure we meet each child's individual needs and promote healthy eating we carry out the following:

- We plan snacks in advance according to the seasons to ensure we are using fresh produce as far as possible.
- Cooking activities are planned weekly for the children.
- We will use our *My Smiles* approved menu to ensure we are providing snacks, avoiding large quantities of saturated fats, sugar, and salt as well as artificial additives, preservatives, and colourings.
- We aim to provide at least one portion of fruit and/or vegetable each day.
- Children bring in their own water bottle from home which is available to them throughout their session/s. However, in the case that a child forgets their bottle we have cups and water available for them.
- We are a nut free preschool and therefore do not provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- We encourage parents to provide balanced packed lunches for their children. Lunches should be brought in a suitable container to keep the food clean, and with an icepack/block as we are unable to refrigerate lunch boxes. Tapestry memos are posted to advise parents on what they can provide in their lunch boxes.
- We will promote healthy eating habits with the children at mealtimes but allow children freedom of choice when eating from their lunch box.
- Snacks will include familiar foods as well as giving children the opportunity to try new foods, we will try to incorporate different foods when celebrating other festivals.

Stompers Policies 2024

- We use meal and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves.
- During meal and snack times, we will always encourage children to gain an understanding of how food and water is an essential part of growing and staying healthy, and where food comes from
- 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.
- For children who drink milk, we provide semi skimmed milk at snack times.

Allergies and Dietary requirements

- We work with parents to ensure their child's needs are being met, during registration parents are asked about their dietary needs including any allergies.
- We regularly consult with parents to ensure that our records of their child's dietary needs, including any allergies, are up to date.
- We display current information about individual children's dietary needs so that all staff are fully informed about them. This is displayed inside the cupboard in the kitchen. These are checked and updated half termly with input from the parent/ carer whether the allergy/ intolerance remain the same or changed. Updates made accordingly.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, as well as about food allergies. We take account of this information in the provision of food and drinks.
- Children with Allergies/intolerances have their own large box with all separate crockery, utensils, tea towels, dish cloths and a washing up bowl. This is to prevent any cross contamination occurring. Every snack time the allergy/intolerance (kept in the large box) folder is available for staff to check and is kept up to date.

Regular contact is made with the parents/ carers via tapestry to ensure the information we hold for the child's allergies/ intolerances is still accurate. Information is stored both in the allergy box and on the inside of the kitchen cupboard. (This cupboard is always locked at the end of the day)

Cleaning of Food Preparation Areas

The fridge is cleaned once a week and a deep clean takes place every half term. All items in the fridge are checked for freshness.

- Shelves and drawers are removed and cleaned with warm soapy water.

- The inside walls are cleaned from top to bottom with anti-bacterial cleaner.
- The seals around the fridge are cleaned to ensure no spillages or stains.
- All food preparation surfaces are wiped clean after use with anti-bacterial cleaner and disposable cloths.
- All chopping boards are cleaned after use with warm soapy water, anti-bacterial cleaner and then thoroughly rinsed.

Food preparation

The setting has set high standards of personal hygiene for all members of staff involved in the handling and preparation of food. All staff have undergone Food Hygiene training, and this is updated as required. Any person showing signs of ill health will not be permitted to handle food.

When preparing food, staff will observe current legislation regarding food hygiene and training by:

- Always washing hands with anti-bacterial soap and hot water before and after handling food, using the toilet, or changing nappies.
- Using clean, disposable cloths
- Ensuring the use of the correct colour coded chopping boards (e.g., red for raw met etc.)
- Not being involved in food preparation if they are unwell.
- Tying hair back or wearing a hair net
- Holding a current Food Hygiene certificate.
- Making sure all fruit and vegetables are washed before being served.
- Avoid wearing jewellery, especially rings, watches, and bracelets.
- Any cuts, spots or sores on the hands and arms must be covered completely with a waterproof blue dressing.

Temperature control

- It is our aim to ensure that all foods are stored according to safe food handling practises and at the correct temperature in order to prevent the growth and multiplication of food poisoning organisms, to reduce the rate of food spoilage and to ensure that food quality is maintained.
- Fridge temperatures are checked and recorded daily to ensure the correct temperature (5c or under) is being upheld.
- Packed lunch boxes will be stored in the coolest part of preschool. Parents are asked in the hotter months to ensure there is a ice block inn the children's lunchboxes to ensure it stays chilled until lunchtime.

Promoting physical needs to enable a healthy lifestyle.

At Stompers we aim to give children the freedom and opportunities to access both inside and outside. As research shows, children need to be provided with 180 minutes of physical activity, per day this also include adult led physical activity that has been planned.

- ✚ To ensure children have access to the garden throughout the day.
- ✚ Children given plenty of opportunities to explore the outside enjoy physical activity on offer (this can be timed depending on weather (IE snow, ice drop in temperature, heat)
- ✚ Activities are meaningful, planned to enhance physical development and work alongside our curriculum goals.
- ✚ Adaptation made depending on the child's physical development attends to their needs.
- ✚ We ensure all children are encouraged to participate in Healthy Movers, dancing and yoga is within our continuous provision.
- ✚ All staff adhere to staff training which extends upon their knowledge and keep up to date with current legislation and guidelines for children.

Food Hygiene

Stondon Stompers is committed to ensuring that safe and healthy practices around the storage, preparation and service of food are maintained throughout the setting.

Advice has been sought and guidance is consistent with information provided by the Food Standards Agency and is supported by the Luton and Bedfordshire environmental Health Services.

The setting has set high standards of personal hygiene for all members of staff involved in the handling and preparation of food. All staff have undergone Food Hygiene training, and this is updated as required. Any person showing signs of ill health will not be permitted to handle food.

When preparing food, staff will observe current legislation regarding food hygiene and training by:

- Always washing hands with anti-bacterial soap and hot water before and after handling food, using the toilet, or changing nappies.
- Using clean, disposable cloths
- Not being involved in food preparation if they are unwell.
- Tying hair back or wearing a hair net
- Committing to maintain a current/relevant Food Hygiene certificate and to undertake further related training at request of management as required.
- Making sure all fruit and vegetables are washed before being served.
- Avoid wearing jewellery when preparing and serving food, especially rings, watches, and bracelets.
- Any cuts, spots or sores on the hands and arms must be covered completely with a waterproof blue dressing.

Temperature control

It is our aim to ensure that all foods are stored according to safe food handling practices and at the correct temperature in order to prevent the growth and multiplication of food poisoning organisms, to reduce the rate of food spoilage and to ensure that food quality is maintained.

Fridge temperatures are checked and recorded daily to ensure the 'safe' temperature (5c or under) is being upheld.

Cleaning of Food Preparation Areas

Every week the fridge is cleaned and a deep clean takes place every half term. All items in the fridge are checked for freshness, and all food past their use by or best before date are correctly disposed of.

- Shelves and drawers are removed and cleaned with warm soapy water.
- The inside walls are cleaned from top to bottom with anti-bacterial cleaner.
- The seals around the fridge are cleaned to ensure no spillages or stains.
- All food preparation surfaces are wiped clean after use with anti-bacterial cleaner and disposable cloths.
- All chopping boards are cleaned after use with warm soapy water, anti-bacterial cleaner and then thoroughly rinsed.

In regard to children's packed lunch, we will endeavour to ensure that these are stored appropriately.

- We encourage parents to use ice packs to keep chilled goods at a safe temperature.
- When carrying out cooking activities food hygiene standards are to be maintained.
- Any foods cooked/baked on the premises will be thoroughly checked as being cooked through before being given to children.
- No food will be out for more than one hour.

Health and Safety

The Health & Safety at Work Act 1974 ("the Act") imposes a duty on all employers to ensure, so far as is reasonably practicable, the safety of their employees and others who may be affected by their activities.

Stompers aims:

- Health and safety of children is always of paramount importance.
- Children, parents' staff, and volunteers are in a safe and healthy setting.
- Stompers staff will ensure that children, parents, and staff are aware of health and safety issues (as age appropriate) and staff take steps to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment in co-operation with the preschool committee.
- The preschool committee should make genuine efforts to resolve health and safety issues where the decisions require their input. They should take into consideration staff and management opinions and ideas as decision will directly affect them and the way they work and care for the children.

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed on the information notice board in the foyer area.

Responsibilities within the setting

- The committee member and member of staff responsible for health and safety are Hayley Law: Chair and Kim Collins: Pre-school Manager- Dec 2023 (Emma Daulman from Jan 2024)
- health and safety issues when matters arise. All staff have a responsibility to take reasonable steps to ensure the health and safety of themselves and others. Any concerns about any aspect of health and safety should be reported without delay to the relevant preschool manager.
- The Manager will assess risks, minimise risk, audit and checks then review regularly for any risks that are assessed within the setting.
- Staff regularly update their knowledge and understanding of health and safety.
- Daily health and safety checklists are completed at the beginning of the day.
- Risk Assessments are carried out as and when required and reviewed annually or whenever there is a change

Procedures

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults can adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the setting.
- Health and safety issues are discussed regularly at staff meetings.

We operate a no smoking policy.

- Children are made aware of health and safety issues through age appropriate discussions, activities, and routines.
- Health and Safety checklists are completed before the session starts and Safety 'sweeps' are carried out during the session.

Safety of Children

- The front door to the setting is always locked during the sessions.
- When visitors arrive, a member of staff will close the hall door before opening the main door. All visitors are required to sign in and made aware of our mobile phone policy.
- The back door (at the rear of the stage) is kept locked- a new automatic lock is in place.
- The stairgates at both sides of the stage are kept shut unless children are accessing the kitchen for snack/activity with an adult present.
- The garden gates are padlocked during the session both with combination
- Systems are in place for the arrivals and departures of children.

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- Staff undertake regular training related to health & safety and manual handling.
- Experts are employed to undertake any work which requires electrical / maintenance work.
- All warning signs are clear and in appropriate languages.
- Any hazardous / cleaning materials are kept out of sight and reach of children at all times.
- We keep all cleaning chemicals in their original containers.
- Staff with medical conditions will have a care plan in place.
- Accident forms will be completed for staff/adults as they are for children.
- Staff will pack away all equipment and resources securely and store/stack safely to prevent accidental falling.
- Office based workers are provided with equipment to minimise strain or injury that could occur in line with their duties.

Please also see Appendix 1- Working from home

As we are a pack away preschool in a community building its paramount that we assess all dangers and know how to keep safe during our session time:

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. Access to the electric fuse box is minimised by the storage of tables and dividers to prevent accessibility.

- Heaters, wires, and leads are properly guarded, and the children are taught not to touch them.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation are adequate in all areas including storage areas.
- It is the responsibility of the Village Hall Committee to have electrical checks on their electrical equipment on an annual basis. Stompers is responsible for our electrical equipment. Visual checks are completed before using any electrical item for signs of damage or defect.

Chemicals

- All chemicals used on site are to be done so by the manufacture's guidance and instructions.
- All chemicals are stored correctly and away from children.
- Where possible, COSHH sheets will be obtained directly from the manufacturer.

Outdoor area

- Our outdoor area is secure. There are two gates at either end of each garden that are padlocked before the beginning of the session.
- As the outdoor area is shared before each session outside is checked and cleared of any rubbish before it is used.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- All outdoor activities are always supervised.
- Adults and children alerted to the dangers of hazardous plants where appropriate and where possible these will be removed. (Risk assessments will be in place for this)

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.
- We have contractor cleaners who clean all areas of the village hall.
- Cleaning is implemented every other day of resources and soft furnishings weekly where necessary.
- The toilet area has a high standard of hygiene including hand washing and drying facilities.
- We implement good hygiene practices by:
 1. cleaning tables between activities.
 2. cleaning and checking toilets regularly.
 3. wearing protective clothing – such as disposable gloves – as appropriate.
 4. providing sets of clean clothes.
 5. providing tissues and wipes.
 6. Changing of table clothes during lunch periods.

Activities and resources

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children learn about health, safety, and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired, it is discarded.
- Large pieces of equipment are discarded only with the consent of the Pre-school Manager and/or Chair of the Committee.

Weather Protection

- We ask parents to apply an all-day sunscreen wherever possible before the child enters the setting and advise that we will 'top up' the sunscreen part way throughout the day if UV levels remain high, the child has been playing in water for an extended period or they spent a lot of time outside.
- We ask parents to complete a sun cream permission form to enable us to apply sun cream to children during hot weather. This will be applied at least 20 minutes before going outside.
- We ask parents to provide weather appropriate clothing including wellies, sun hats, raincoats and weather appropriate clothing, along with spares that are also appropriate to the current weather.

Risk Assessments are completed as necessary for everyday activities as well as occasional events.

Legal framework

- Health and Safety at Work Act (1974)
- Management of Health and Safety at Work Regulations 1999
- Electricity at Work Regulations 1989
- Control of Substances Hazardous to Health Regulations (COSHH) (2002)
- Manual Handling Operations Regulations 1992 (as amended)
- Health and Safety (Display Screen Equipment) Regulations 1992

Further guidance

- Health and Safety Law: What You Should Know (HSE Revised 2009)

- Health and Safety Regulation...A Short Guide (HSE 2003)
- Electrical Safety and You (HSE 1998)
- Working with substances hazardous to health: What You Need to Know About COSHH (HSE Revised 2009).
- Manual Handling – Frequently Asked Questions (HSE)

Appendix 1- Working from home

Work from home is the term used to describe an employee who performs their role from home instead of in an office environment. Within Stompers there are several roles that require administrative tasks, which may at times lend themselves to working from home rather than in setting. This may also include other staff when required to perform certain tasks as part of their role. E.g. report writing.

Stompers Aims

- That where practicable staff who hold an administrative role may work from home to reduce distraction and allow better productivity.
- That staff working from home are aware of and follow health and safety procedures according to this policy and where relevant Stompers will provide adequate training and resources to support staff who work from home on a regular basis. (staff who do not adhere to this, do so of their own volition and Stompers holds no responsibility for health and safety issues that may arise from this).

How often

All staff at Stompers are Setting based, employees who hold administrative roles may work remotely as agreed by management or Committee where this involves the preschool manager. It may be possible for some staff to work remotely when for an extended period of time if the need arises. This MUST be agreed by preschool manager and committee chair, this may include but is not limited to: staff who suffer from short-term/long-term disability.

Employees who want to work remotely must seek agreement of times and dates with the manager and must agree to be contactable for work purposes during these times.

Remote working that works

To ensure that employee performance will not suffer in remote work arrangements, we advise our remote employees to:

- Choose a quiet and distraction-free working space.
- Have an internet connection that's adequate for their job.
- Dedicate their full attention to their job duties during working hours.

- Adhere to break and attendance schedules agreed upon with their manager.
- Ensure their schedules overlap with those of their team members for as long as is necessary to complete their job duties effectively.
- staff members and managers should determine long-term and short-term goals.
- Keep their equipment password protected.
- Store equipment in a safe and clean space when not in use.
- Follow all data encryption, protection standards and settings.
- Refrain from downloading suspicious, unauthorized or illegal software.

Information Sharing

The Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR) supports the sharing of relevant information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of safeguarding and promoting the welfare of children. To ensure effective safeguarding arrangements:

- all organisations and agencies should have arrangements in place that set out clearly the processes and the principles for sharing information. The arrangements should cover how information will be shared with their own organisation/agency and with others who may be involved in a child's life
- practitioners should not assume that someone else will pass on information that they think may be critical to keep a child safe. If a practitioner has concerns about a child's welfare or safety, then they should share the information with local authority children's social care and/or the police. All practitioners should be particularly alert to the importance of sharing information when a child moves from one local authority into another, due to the risk that knowledge pertinent to keeping a child safe could be lost
- UK GDPR provides a number of bases for sharing personal information. It is not necessary to seek consent to share information for the purposes of safeguarding and promoting the welfare of a child provided that there is a lawful basis to process any personal information required. The legal bases that may be appropriate for sharing data in these circumstances could be "legal obligation" or "public task", which includes the performance of a task in the public interest or the exercise of official authority. Each of the lawful bases under UK GDPR has different requirements.
- In some circumstances, it may be appropriate to obtain consent to share data, but it is important to note that UK GDPR sets a high standard for consent which is specific, time limited and can be withdrawn (in which case the information would have to be deleted)
- Practitioners must have due regard to the relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018 and UK GDPR. To share information effectively

At Stompers:

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) (introduced 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:

1. 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 for no longer than is necessary for the purposes for which the data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against accidental loss, destruction, or damage, using appropriate technical or organisational measures.

We are registered with the ICO and follow their guidance in relation to upholding data compliance.

We are obliged to share confidential information without authorisation from the person who provided it, or to whom it related, 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.
- Where there is evidence that the child is suffering, or at risk of suffering, significant harm.
- Where there is reasonable cause to believe that a child may be suffering or is at risk of suffering significant harm.
- To prevent significant harm arising to children or adults, including the prevention, detection, and prosecution of serious crime.

The decision will never be made by one individual but in consultation with the Pre-school Manager and other members of the management/DSL team, The chair of the committee will always be informed and their opinion taking into account.

We do share information about the children's progress and development with other settings they may currently attend or will attend in the future i.e. A new preschool or school. We will also share information with multi-Agencies as required, this may be a health visitor, speech, and language or SENDCO. Parent/carer(s) are asked to give written consent to sharing child development summaries, this is found in our Terms and Conditions on our online registration form.

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:

1. 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/or their family where appropriate) 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 we 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, about any special needs the child may have or transition to school.
3. 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 their personal files.
 - 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 Managers and Committee 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 Managers and Committee are conversant with this and can advise staff accordingly.

5. 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 setting for their child, they will share information about themselves and their families. This information is regarded as confidential and a personal file for the child is created (this is kept in a locked cupboard). 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.
- 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/me] 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.

Legal framework

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

Further guidance

- ICO-Information commissioners office, whose job it is to ensure we maintain compliance according to GDPR.
- Information Sharing: Information Sharing Advice for practitioners providing safeguarding services for children, young people, parents and carers (May 2024) (Department for Education)
- What to do if you are worried a child is being abused: Advice for practitioners (HM Government March 2015)
- Working Together to Safeguard Children 2023: A guide to inter-agency working to safeguard and promote the welfare of children (Department for Education)

We work in partnership with local and national agencies to promote the well-being of all children. We will never share your data with any organisation to use for their own purposes.

Procedures

- We work in partnership, or in tandem, with local and national agencies to promote the well-being of children.
- We have procedures in place for the sharing of information about children and families with other agencies. These are set out in our Privacy Notice, Information Sharing Policy, Safeguarding Children, Child Protection Policy and the Supporting Children Additional Needs
- Information shared by other agencies with us is regarded as third-party information. This is also kept in confidence and not shared without consent from that agency. When working in partnership with staff from other agencies, we make those individuals welcome in our setting and respect their professional roles.

- We follow the protocols for working with agencies, for example on child protection.
- We ensure that staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary, we consult with and signpost to local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

Intimate Care

Stompers aims are:

- To provide a clean and hygienic environment.
- To ensure our environment provides infection control methods to minimise the spread and risks of infectious diseases and illnesses in children, staff, and any other persons in attendance at the service.
- To ensure that children's nappies are checked and changed sufficiently frequently whilst they are attending the nursery so that children are comfortable and do not suffer unnecessarily from nappy rash
- . • To ensure that nappy changing and care routines are treated as valuable opportunities for staff members to interact with babies and young children.

Intimate Care

All members of staff hold a valid DBS. Students and visitors are not permitted to take children to the toilet area or change nappies.

- Parents/carers will be requested to provide nappies/pull ups/ spare clothes, wipes, creams.
- Nappies will now be changed in the main room, using the changing unit provided. The door between hall and foyer should remain closed throughout any nappy change to avoid any visibility from outside (through entry door window) If visitors are present, nappy changing reverts to the disabled toilet, the door will not closed or locked. Each child requiring nappies will have a named box that is stored on the changing unit where their nappies and wipes are kept accessible. (updated Jan 2024 due to change of location)

- Staff to make others aware they are about to change nappies to make them mindful of the environment. Staff should also be mindful to inform room leader/ deputy if changing nappies in disabled toilet updated Jan 2024
- The nappy changing record sheet is completed for each change and signed by the member of staff carrying out the change. This is also documented on a tapestry care diary that is sent to parents at the end of session.
- When changing nappies staff will wear gloves. Disposable aprons are also available for staff to use.
- Changing mats will be sanitised and dried between uses and replaced immediately if cracked or torn.
- When changing a nappy, staff will ensure that all provisions are by the changing mat before placing the child on the mat. The health and safety of the child will be always maintained. Children should not be left alone at any time.
- Staff are suitably trained in manual handling before undertaking any task that poses a risk.

Intruder/ Lockdown

- Aim: To keep children and staff safe, the policy will be applied to ensure all staff in the setting know the procedure in the event of an intruder on the premises or lockdown being initiated.
- What is an intruder: An intruder is an individual who has enters a place without permission, often with the intent to commit a crime. This could also be applied to a person who is in a situation where they are not wanted. For Stompers this could also include a person who has not followed visitors' procedure and may or may not pose a safety hazard to the children and staff.
- Reasons for Lockdown: possible reasons for pre-school to initiate lockdown procedure may include:

A stranger on site, reported incident, civil disturbance, air pollution, bomb threat. (This is not an exhaustive list).

General Security measures:

1. Front door always locked when children are on site and when lone working.
2. All outside points of entry (gates) to have locks in place before children enter the setting and front gate to be locked by 9.00am at the latest. (daily rota). This includes back gate and wooden gate
3. All doors into the building MUST be confirmed as closed before children enter the setting at 8.45 am. (Daily rota).
4. Visitors to sign in and out using visitors book in foyer, Name should be checked, and ID must be seen by staff answering door before allowing entry. This includes any potential parents coming to look around the setting.

5. Door to main hall should be closed and toilets checked before front door opened to any caller.
6. At all collections times a minimum of two staff members will be available to supervise entry and exit of parents and children via the front door. At lunchtimes two staff members will ALWAYS be in the foyer area to support collection and drop off/entry at 12.15pm.
7. All children to be registered in and out via Tapestry as soon as is practicable after entry/exit from building.
8. Ring style doorbell or intercom to be installed on front door with office-based staff member to monitor (Manager: Emma Daulman, Business Manager: Kaz Wiles or Deputy: Claire White).
9. Latch to be installed to inner door (to main hall)
10. Additional bolt to be added to bottom of wooden gate.

What to do in the event of an Intruder/lockdown

- Staff member should assess if person is a threat, if not ask them to leave the premises, if they become aggressive, violent or are deemed a threat in any way Staff should use code word/phrase to alert other staff members to situation.
- When code word used, staff should gather all children to the 'safe space' this is the jubilee room or Kitchen dependent on where threat is and closest location. (Management to make this decision). Manager to collect grab bag and setting phone? call police as necessary and take advice/ follow instructions given.
- Lights will be switched off as appropriate, doors and windows will be closed and secured where possible, curtains and blinds will be closed. Staff and children to stay away from doors and children advised to stay low, staff to remain calm and offer reassurance.
- Designated staff member to take headcount and if possible, a full register.
- In the event of evacuation staff will escort children out of the back door if safe to do so and enter the reception garden via back gate (key to be kept with red grab bag at all times). (Red grab bag kept on stage). Where they will then access the main school and await further instructions.
- Once safe to do so/ go ahead given by authorities Manager will contact all parents to collect immediately or return to building.
- If intruder is in an area with children present (e.g. garden), staff should pass along phrase and move children as swiftly and calmly as possible to the 'safe space'.

Supervision

- In accordance with the EYFS chapter 3.35 and 3.36 children are supervised at all times according to set ratios and statutory guidance.
- Staff will always maintain either visual or verbal contact with at least one other staff member.

After the incident

- Ofsted to be advised and actions taken.
- Local authority childcare development officer Laura Ross to be advised and guidance taken.
- Seek out and offer support and guidance for staff and families of children if deemed necessary.
- Depending on severity, parents may not be called but will be informed on usual collection. Records will be made of the event and actions taken will be recorded in the incident book.
- Updates to policies and procedures should be made as required.

Toileting

Young children will be accompanied to the toilet and assistance may be given in wiping bottoms, washing hands etc. However, staff will encourage and show children how to do as much as possible for themselves at the same time as ensuring that good hygiene is practised. Three and four-year olds who are competent and confident may be able to go to the toilet on their own. Staff will be watchful and observant and particularly take care to ensure that hand washing is adequate in these cases.

Staff will set an example by also washing their hands if involved in assisting a child to visit.

Looked after Children:

The description 'looked after' is generally used to describe a child who is looked after by the local authority. This includes children who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care. Most looked after children will be cared for by foster carers with a small minority in children's homes, looked after by family members or even placed back within the family home.

The term 'looked after child' denotes a child's current legal status. The setting never uses this term to categorise a child as standing out from others or refers to a child using acronyms such as LAC.

The legal framework for this policy is underpinned by or supported through:

- Childcare Act 2006
- Children Act (1989 and 2004)
- Adoption and Children Act (2002)
- Children and Young Persons Act (2008)
- Children and Families Act (2014).

Stompers aims are.

- provide a welcoming and inclusive quality environment for all children and families.
-
- All children's individual needs are met and offered educational opportunities.

Our responsibilities.

- We will have an in-depth meeting with the child's carer/ social worker to gain knowledge on how supported and secure the child feels.
- Decide together if it is the appropriate time to come into a new environment and new expectations made upon them.
- We are aware that there are several reasons why a child may go into care these reasons may or may not include traumatic experiences or abuse. All our practitioners are committed to doing all they can to support all children to achieve their full potential.
- The staff team are all trained to understand our safeguarding policy and procedures.
- Additional training to support children's individual needs will be planned for where appropriate, practitioners are always supported by management, and we have an open-door policy if they need to discuss any sensitive issues regarding the child.
- Where applicable, we contribute to any assessment about the child, such as those carried out under local authorities' assessment frameworks or Early Help Assessment (EHA) and to any multi- agency meetings, case conferences or strategy meetings in relation to the child's learning and development.
- The designated person for looked after children and/or the child's key person will attend meetings as appropriate.

The designated person for 'looked after children' is the settings manager; Emma Daulman.

Key Person

Each child is allocated a key person. The key person will support the child initially with transition and settling in and then continue to support and build up a relationship with the child, carers and any other agencies involved. Regular contact will be maintained. with the carers throughout the child's time at the setting and with the social worker or other professionals (where applicable).

The key person will carry out regular ongoing practice such as observations to build. up a picture of the child's interests, and plan activities accordingly to support the child's stage of learning and development and interests. This information will be shared with carers and other professionals as appropriate as well as any concerns surrounding. their developmental stages.

Where necessary we will develop a care plan with carers and professionals. This will include:

- The child's emotional needs and how they are to be met.
- How any emotional issues and problems that affect behaviour are to be managed.
- The child's sense of self, culture, language/s, and identity -how this is to be supported.

- The child's need for sociability and friendship
- The child's interests and abilities and possible learning journey pathway
- How any special needs will be supported.

In addition, the care plan may 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 any other organisation or professionals 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 in the setting, when, where and what form the contact will take will be discussed and agreed.
- Who may collect the child from pre-school and who may receive information about the child
- What written reporting is required
- Wherever possible, and where the plan is for the child to return to their home, the birth parent(s) should be involved in planning.
- With the social worker's agreement, and as part of the plan, whether the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun days etc. alongside the foster carer.

Where applicable, we will complete a Personal Education Plan (PEP) for any children aged three to five in partnership with the social worker and/or care manager and carers. We will also attend all appropriate meetings and contribute to reviews. The key person and designated 'looked after' person, Kim Collins, will work together to ensure any onward transition to school or another nursery is handled sensitively to ensure that this is as smooth as possible and all necessary information is shared. The child's individual file and online learning journal, including, observations, photographs, assessments and/or reports will be passed on to the carer at this stage.

Key Contacts	Contact Information
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Looked After Children Team Bedfordshire Community Health Service	Address: Unit 3, Meadow Park, Meadow Lane, St. Ives, Cambridgeshire, PE27 4LG Tel: 0300 555 0606 Email: ccs.beds.children.lac@nhs.net Website: https://www.cambscommunityservices.nhs.uk/...LAC/
Access and Referral Hub	Tel: 0300 300 8585 Out of hours Tel: 0300 300 8123 Email: cs.accessandreferral@centralbedford.gov.uk

Medicine:

Whilst it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.

Where possible we will ask parents to give medicine that is required three/four times a day at home. However, Stompers staff will administer medication once checked and agreed with manager.

- All medicine administration must be witnessed by another member of staff.
- Staff will not administer medication unless it has been prescribed by the child's doctor, dentist, nurse or pharmacist or a non-prescribed medicine form as been completed by a parent (either physically or given permission over the phone). NOTE- non-prescribed medicines are only given for limited reasons as listed below.
- Medication will be stored safely out of reach of children. It is kept with the red grab bag in case of emergency evacuation. Medication that requires refrigeration will be kept in the settings fridge (in the kitchen) away from children and separated from other food items. Fridge temperatures are checked and recorded daily. Medication that requires refrigeration has to be returned at the end of each day due to the risk of other hall users.
- Medication must be retained in its original container and clearly labelled with the following:
 - Child's name
 - Date of prescription, (where applicable)
 - Expiry date
 - Dosage

- Who prescribed the medication.

This information must be checked each day, if this information is missing and staff are concerned, we have the right to refuse to administer the medication.

- Before medication is accepted into the setting the prescribed or non-prescribed medicine form must be completed
- The consent form must include.
 - Full name of child and date of birth
 - Name of medication
 - Name of prescribing Dr
 - Dosage
 - Expiry Date
 - Time of last dose
 - Any other information
- The parent must sign the consent form member of staff is to countersign.
- Any emergency or routine medication will be taken on any outings or trips.

Prescribed medication

- Children should not attend the setting for the first 48 hours of receiving and starting prescribed medication. This is so the child has plenty of time to recover as well as ensuring there is no reaction to the medication.
- If medication is required in an emergency i.e. Epi Pens or Inhalers, this has to be recorded by the member of staff who administered the medication on the prescribed medicine form. A care plan will have also been completed for this.
- If a child has a long-term medical condition or an allergy which may require emergency medical treatment and/or medication to be administered in the setting, a care plan must be completed by the parent during their first settle at Stompers.

Non-Prescribed medication

There are limited circumstances where we will accept or administer non- prescribed medication, cream or lotions. These reasons may include but are not limited to:

- An emergency dose of paracetamol to reduce fever before parents can collect.
- An emergency dose of antihistamine if an unknown/undisclosed reaction occurs before parents can collect.
- Child requires Antihistamine as part of their allergy/intolerance treatment/care plan (Drs will often not prescribe this)
- Child requires cream/ lotion to be applied regularly as part of routine care for skin conditions (preferably under advice of Dr, parents may be advised to buy over counter items).
- Nappy Cream- we will apply various nappy creams such as (but not limited to): Sudocream, Bepanthan etc. as part of routine care, we will NOT apply any steroid or medicated cream without a prescribed medicine form being completed. Nappy creams

must be provided by parents and will be named and kept with the child's nappies. We will record when cream has been applied on the care diary via tapestry and in the nappy changing record book.

Mental Health policy

Mental Health is a state of mental well being that enables people to cope with the stress of life, realize their abilities , learn well and contribute to their community”.

Level 2- Mental Health First Aider Trained- Emma Daulman

Stompers believe Mental Health can affect any member of staff at any point in their life. This may not be visible straight away but overtime this could become apparent and escalate if its not identified and dealt with.

Together between the manager and employee a joint plan is created to support staff in reducing these risks or concerns. **This will be known as a Wellness Plan.**

Wellness Plan is unique and individual to each member of the team. This will highlight what keeps the employee happy In their work and what could causes stress as well as what to do if Mental Health is experienced in the work place.

Stompers believe communication alongside a trusting and positive relationship between manager and staff is paramount as these types of conversations can be difficult to approach on both parties.

In order to ensure all staff Mental health is monitored and reviewed at Stompers we;

- Effective communication with all staff
- Approachable and professional management which staff feel comfortable in discussing their mental health.
- Management and other staff team to be honest and open if they feel a member of staff behaviour mood or general attitude has changed.
- Regular Supervisions/ general catch up with all staff on a regular basis
- Individual Action plan for all staff
- The questionnaire to be completed by all staff, following on from the answers provided a wellness plan will be produced with the staff member to identify the concern and how Stompers can reduce these risks.
- Sign post to other agencies, professionals and websites.

Missing Child

Children's safety is our highest priority, both on and off the premises. Every attempt is made, through the implementation of our outing's procedure and our arrivals/collection procedure.

Stompers aims are.

- to ensure the security of children is always maintained and risk of a missing child is minimised as far as is practicable.
- To ensure that, in the unlikely event of a child in our care being unaccounted for, we put into practice agreed procedures designed to locate the missing child with minimal delay.

Preventative measures taken on site.

- A safety check is carried out each morning including checking access, gates are locked, and the rear door is locked.
- A head count and register are taken at the beginning of every session.
- A head count is completed at the end of every outdoor/garden session.
- The number of children and adults are recorded on the white board and updated with any change. Visitors are also recorded on the white board.
- The register is to be amended every time a child enters or leaves the setting.
- Children only leave with the setting with parents, or an authorised person (As per our collection policy).
- Password and ID system in place if a person collecting is not known to staff.

Methods:

- Procedures are in place for the safe arrival and departure of children. The times of the children's arrivals and departures are recorded on the register.
- Doors with access to public areas are always kept locked to prevent children from being able to open them unaided. Doors to our outside areas are also kept closed when not in use.

- The outside play area gates are checked and locked before every session to prevent children using them from being able to leave the area unsupervised.
- Children are never left unsupervised.
- We have a policy to ensure that children are safe when they are taken off the nursery premises. See our “Outings Policy.”

The procedures we will follow should a child be unaccounted for:

Child going missing on the premises

- As soon as it is noticed that a child is missing, [the child’s key person/the relevant member of staff] alerts our setting manager/deputy manager.
- A head count and the register is checked to ensure all other children are accounted for.
- Doors and gates are checked to see if there has been a breach of security whereby a child could of wander out.
- Our manager/deputy will carry out a thorough search of the building and garden.
- If the child is not found, our manager/deputy manager calls the police immediately and reports the child as missing. If it is suspected that the child may have been abducted, the police are informed of this.
- The parent(s) are then called and informed.
- A recent photo and a note of what the child is wearing is given to the police.
- Our manager/deputy manager talks to our staff to find out when and where the child was last seen and records this.
- Our manager/deputy contacts our chair and reports the incident. The chairperson will be advised in a timely manner and will be responsible for chairing an investigation alongside the Manager/deputy. This MUST take place within a reasonable time frame and in accordance with Ofsted guidelines.

Child going missing on an outing.

As we may take trips out with attendance of parents (who take responsibility for their child) we would follow a very similar procedure as above

- As soon as it is noticed that a child is missing, the staff members on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray.
- One staff member searches the immediate vicinity but does not search beyond that.
- If the outing is within a specific venue e.g. Zoo, Senior staff member will alert venue staff and security to support further immediate search.
- Our senior staff member on the outing contacts the police and reports that child as missing.
- Our manager/deputy manager is contacted immediately (if not on the outing) and the incident is recorded. The manager/deputy manager would then proceed to contact the parent(s).
- Our staff take the remaining children back to the setting as soon as possible.
- According to the advice of the police, a senior member of staff, or our manager where applicable, should remain at the site where the child went missing and wait for the police to arrive.
- A recent photo and a description of what the child is wearing is given to the police.
- Our manager/deputy manager contacts our chair and reports the incident. The chair will be informed as soon as practicable and is responsible for chairing an investigation alongside the manager/deputy. This MUST be carried in a in a timely manner and in accordance with Ofsted guidelines.
- Our staff keep calm and do not let the other children become anxious or worried.

Follow up action.

- The Preschool Manager makes a written record of events that is signed by all staff members who were on the premises at the time of the incident.
- A written action plan detailing the steps to be taken to prevent a similar incident from occurring in the future is agreed with the head of committee and implemented immediately.
- Ofsted is informed of the steps that have been taken to prevent a recurrence.

Oral Health

We at Stompers believe that all children should be encouraged to brush their teeth, with the supervision of an adult. As Covid-19 becomes a virus we learn to live with, it has been proved that children are brushing their teeth less than usual.

Poor oral health can weaken children's ability to sleep, eat, speak, and play and socialise with other children. We wish that all parents can help us and do their part by ensuring that their children brush their teeth twice a day using family fluoride toothpaste. Children themselves need to understand that tooth brushing is vital and be up to brushing them well.

Stompers aims are.

- Support children in learning the importance of teeth brushing and how to correctly brush their teeth.

Stompers will provide fun activities to promote positive teeth brushing:

- Roleplaying with dentist chairs and toothbrushes
- • Use a toothbrush to clean marks off pictures of teeth,
- Read fiction and non- fiction books to children.
- Discuss with them about how we brush our teeth.
- Use mirrors for children to look at their teeth and identify their looks.
- Children can draw their faces and focus on their teeth,
- We can give children masks of people smiling, then take a picture of them, which they can help make into a collage on the wall.

For more information visit the government website at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/574835/PHE supervised toothbrushing toolkit.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/574835/PHE_supervised_toothbrushing_toolkit.pdf)

Food and Drink

- We only supply tooth friendly snacks and drinks.
- Parents are advised during registration to provide a healthy lunch- we provide information to support this.

Celebrations

Whilst we recognise parents and children want to share their birthday celebrations by supplying sweets for children to take home. We will encourage parents to send in healthier options or non-edible objects such as, fake tattoos, bubbles etc.

- Children will not eat sweets whilst in the setting.
- We will always make the child feel celebrated.
- For any celebrations where we provide food or food-based activities in between meals, such as when celebrating Christmas, Pancake Day, Easter, Eid, Chinese New Year etc. we

will ensure that the food and drink will be tooth friendly i.e., fresh fruit/vegetables and savoury items, with milk or water to drink.

- At occasional events such as picnics, fun days, fundraisers and fairs we will offer a range of food, drink, activities, and prizes that support healthy, tooth friendly choices.

Outings:

Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Staff in our settings ensure that there are procedures to keep children safe on outings.

All staff, students and volunteers are made aware of the procedures:

- Parents sign a general consent form on registration for their children to be taken out of the setting.
- The form names the places that will be visited in the local area.
- There will be a risk assessment carried out for any new venue. Established Risk Assessments are reviewed before each outing.
- Parents are asked to sign specific consent forms prior to major outings i.e., annual outing.
- Where possible transport is provided to and from the venue. All transport will have current and verified insurance and seat belts installed.
- The child to adult ratio on outings is halved i.e., 1:8 will become 1:4. We will aim to provide a 1:2 ratio when staffing allows.
- Children are assigned to a specific member of staff or committee member.
- Parent helpers are made aware that they are never to be left unsupervised with any child other than their own.
- Staff take the following with them.
 - Senior staff will take their phone.
 - Spare clothes
 - Nappies and wipes
 - First aid kit
 - Medication if required.
 - Emergency contact list
 - Missing Child policy
- If parents accompany their child on outings, they are responsible for their child. No responsibility will be held by Stondon Stompers.
- Staff will take a register and headcount at regular intervals during the outing.
- Children will wear high visibility jackets.

- Staff enforce safety precautions with the children i.e., hold hands, green cross code.

Partnership with Parents:

Stompers aims are:

- To develop a close relationship with parent/carers that support and encourage all children to reach their full potential.
- To recognise and respect the role of parents as their child's first educator, we must have open communication to support the children.

Department For Education – Help for Early Years Providers says: Working in partnership with parents and carers is central to the early years foundation stage (EYFS). The relationship might begin with them visiting your setting. This will help inform you how to sensitively settle the child.

Put them first by inviting them to share all they can about themselves. Find out about their family and community culture, and personal histories. Ask about what they expect from you as a childminder or your nursery. Value parents and carers as children's first educators. Give them the opportunity to contribute to the whole of their child's journey at your setting.

Invite parents and carers to be with you if possible as you settle their child. They can then trust in the way you respond to their child and see how you personalise their child's learning. It's about working together to share knowledge, understand children's interests and discover how best to support their learning.

Communicating with parents and carers

Offering a range of opportunities for parents and carers to become involved in their children's learning is important. Consider how you will overcome any barriers they may have to working in partnership. For example, their own experiences of nursery, separation, language, culture and different values.

Other ways to involve parents can include:

- daily chats with key persons
- time for the child to settle in
- viewing film of their child so they can continue their child's learning at home
- attending a workshop on different areas of learning
- going on trips with you
- home visits
- volunteering
- phone calls home

- community projects
- documenting their personal histories
- being parent governors or steering group members

Sharing information

Parents and carers want to be involved in their children's learning. They will often ask for information to be shared with them. They like to see videos or photos of their child too.

If you're sharing information use it as an opportunity to set up a two-way dialogue with parents and carers about their child's learning. You could share observations of the child learning something new in nursery. Exchange observations with parents and carers of their child deeply involved at home. For example, if a child becomes interested in lining things up in the nursery, then this could indicate an interest in number or positioning. To share this information with parents enables them to offer something similar in the home environment which will further the child's development and learning.

Information about the Preschool

It is important to ensure parents have all the relevant information about the preschool when they register.

We will:

- We provide information on the preschool Facebook and during their first visit (show round)
- As a charity run preschool, we ensure that all parents are aware of how the setting works and invite them to join the Management Committee (SWAT).
- Making known to all parents the system for registering queries, complaints, and suggestions.
- We inform all parents/ carers of the systems for registering queries, complaints or suggestions and check to ensure that these are understood. The policies are accessible for parents/carers, via the website and hard copies in the cloakroom.

Feedback

- We will ensure that parents are informed on a regular basis about their child's progress. This is done both informally on a day-to-day basis as well as formally through parent meetings/consultations.
- We make time to discuss with parents how they can contribute their own skills, knowledge, and interests to the activities of the Pre-School.
- We value feedback from parents and will send out termly questionnaires to parents at random.
- We use a whiteboard that is changed daily, this will have what activities have been on offer, what snack was (and who ate it) and any other information.

Tapestry

We use tapestry as our main form on communication with parents. Tapestry is a great way to:

- Involving parents in record keeping about their own child formally and informally.
- Enables parents to submit observations from home and to comment on observations uploaded from the setting.
- Provide opportunities for parents to learn about the Pre-School curriculum and about young children's learning, in the Pre-School and at home.

Email communication with parents.

- Our business manager Kaz Wiles will use email to communicate with parents. Paper copies will only be used at parents' request. For example, the nursery may send invoices, funding forms and registration enquires.
- Parents' email addresses will be used only for communications relating to the preschool and will not be given or sold to any other organisation.
- We send our regular newsletters that provide information about what the children have been up to, important dates and reminders- this is made available in print and via e-mail.

We Offer:

- Stay and Play sessions where parents/grandparents are encouraged to attend a session to play with the children.
- Holding meetings in venues which are accessible and appropriate for all and at times that are convenient.
- To provide an environment that is inclusive for all parents and their children regardless of need, background, or culture.

The Pre-school believes that children benefit most when parents/carers and the setting work together in partnership. We do this in conjunction with the 6 principles of GDPR and under ICO guidance.

Safeguarding and Child protection.

We have a duty under section 40 Children Act 2006 to comply with the Welfare Requirements of the Early Years Foundation Stage. We have regard for the 2016 Keeping Children safe in Education guidance.

Working Together Document 2023 states “Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online. Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families’ lives.

In the Department for Education (DE) document: Working Together to Safeguard Children 2023, safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children’s mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children’s Social Care National Framework

Stompers aims are:

- To safeguard children in our care and ensure that all staff/ volunteers have read and understood the policies and procedures within in the setting and can follow all relevant and up to date information and guidelines.
- To ensure that parents/ carers are aware where to locate our safeguarding policies and procedures for the setting and understand the responsibilities staff have in regards to the welfare of the children in our care.
- All staff/volunteer’s safeguarding knowledge is kept up to date and in line with all relevant and up to date guidance.

Staff Recruitment, Induction and Training

- All staff will have the necessary information to enable us to meet our statutory responsibilities to promote and safeguard the wellbeing of children. Staff, ideally, will not commence employment until an Enhanced DBS disclosure has been received and two references are obtained.
- If the DBS is delayed, a risk assessment will be put in place. We take security steps to ensure that we have control over who comes into the setting so as no unauthorised person has unsupervised access to the children.
- Unvetted adults will not be allowed to care or be left alone with children.
- All staff, volunteers and students go through an induction process which includes becoming familiar with this policy. They will read and understand this policy and the procedures to follow, be made aware of The Designated Safeguarding Lead

(DSL) and be given information to increase awareness of not making themselves vulnerable.

- All staff complete Safeguarding/Child Protection training. Training will cover the possible signs of abuse, how to share information and any concerns, how to respond appropriately and confidentially, the child protection procedures, how to record pre-existing injuries and how to use a body map. Training will also include Prevent duty.
- An element of Safeguarding training will be undertaken annually by staff.
- All staff will work in conjunction with external agencies to safeguard children as part of our integrative protocol, this is a standardised approach to assessing children and young people's needs and help identify whether the child has additional needs or needs that mean that they have been, or are likely to be, significantly harmed.

Staff responsibilities

Providers must train all staff to understand their safeguarding policy and procedures and ensure that all staff have up to date knowledge of safeguarding issues. Training made available by the provider must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- Significant changes in children's behaviour.
- A decline in children's general well-being.
- Unexplained bruising, marks or signs of possible abuse or neglect.
- Concerning comments from children.
- Inappropriate behaviour from practitioners, or any other person working with the children. This could include inappropriate sexual comments; excessive one to-one attention beyond what is required through their role; or inappropriate sharing of images.
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) female genital mutilation.

Providers may find it helpful to read 'What to do if you're worried a child is being abused: Advice for practitioners'

Stompers Staff Responsibilities

Responsibilities within the workplace are defined as "Duties that the individual or department carries out on a regular basis.

All staff members are responsible for:

A. Annually updating Safeguarding and Prevent, which includes knowing the 4 areas of 4 classic areas of abuse alongside the signs and symptoms of each.

- Physical
- Emotional
- Neglect
- Sexual

Working Together 2023 says "Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives.

During Safeguarding training and regular updates, it is made very clear Safeguarding is everyone's responsibility within Stompers, staff are equipped with the knowledge and training in being able to refer a concerns themselves.

If a staff member feels the concern hasn't been taken seriously or dealt with correctly the staff member has the right to raise this to the Chair Person on the Committee and discuss their concerns.

- Having the knowledge and understanding of how to and who to report the disclosure/ or concerns too.
- Process from when the disclosure is made from the child and the steps Stompers follow.

All staff have the right to Whistle Blow on other staff members if they feel there is a concern or change of behaviour. (Please see Whistle Blowing policy for further guidance and information)

To ensure staff have the information close to hand all relevant documents are emailed out to staff.

Designated Safeguarding Lead/Designated Child Protection Officer

The Designated Safeguarding Lead is the Pre-school Manager, Emma Daulman from Jan 2024 and deputy designated safeguarding lead is Claire White, Deputy manager. Training is updated every two years.

The responsibilities of the DSL include:

- sharing information with the staff team.
- accessing information and liaising with outside agencies to make sure information is up to date.
- collating information when there are concerns about a child.
- regularly reviewing the accident book, incident forms and any recorded concerns to monitor and/or identify possible safeguarding children's issues.
- contacting the relevant Local Authority who provide relevant and up to date advice and make decisions about referrals.
- Quick reference chronology hard copy kept on site.

Recording suspicions of abuse and disclosures

If a child discloses something to a member of staff or staff members observe signs or signals that give cause for concern (stated above in staff responsibilities) they must act.

How to act:

- listen to the child, offer reassurance, and give assurance that she or he will take this information further.
- do not question the child.

- make a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
- These records are signed and dated and kept in the safeguarding file, which is kept securely and confidentially.
- The DSL or 'designated person' is informed of the issue at the earliest opportunity, and within 1 working day.

where the Central Bedfordshire Safeguarding Children, Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Central Bedfordshire Safeguarding Children Board.

- In the case of bruising in children who are not independently mobile any noticeable non-reported suspicious bruising will be reported following our Safeguarding reporting procedures. Advice will also be sought from the Central Bedfordshire Safeguarding Children's Board.

If a child has unexplained injuries or makes a disclosure staff will ensure that immediate medical attention is sought if necessary. The parent/carer will be asked how the injuries occurred without making judgements or accusations.

- A written record will be made on an accident / incident form and will include conversations held. If there is real concern that the injuries were caused by assault or failure to protect the child, the DSL will refer to flow chart in "What to do if you're worried a child is being abused – Summary" and contact:
The Access and Referral Team on 0300 300 8585
Local Statutory Services Agencies and Central Bedfordshire Safeguarding Children Board
- Local authority child protection designated officer (LADO) for allegations against a member of staff
- The Police in all cases – 999
- Ofsted – 0300 123 1231

Absence monitoring

- Details of children's attendance is recorded on the preschool registers of attendance.
- If a child's absence has not be reported and member of staff will contact via telephone. If there is no answer and voicemail will be left and if parents do not contact back and email will be sent. This will be noted within the absence record log.

- Staff will use their professional judgement if they have not heard back from parents have multiple absences. At this point the manager will contact the emergency contact to ask if they have any information regarding the child absence.
- The Preschool/Deputy Manager reviews these registers and takes note of all absences. This is done for each child individually so any trends can be spotted immediately.
- In the case of children who are known to be at risk or where outside agencies are working to support the family, the Preschool Manager will contact the lead practitioner and advise of any unexplained or unusual absence.

Accident logs

As highlighted in the accident policy we record all accidents within the preschool for each child. We also record all pre-existing forms (these are accidents that happen outside the preschool) This accident will also go on the accident logs, so staff are able to track any trends on injuries and accidents.

Early Help Access and Assessment

If concerns are raised over the welfare of children, which does not cause immediate danger to the child, we will contact our nominated Locality Coordinator on 07814290947 for further advice.

We will also use the Early Help Team contactable on 0300 300 8585 to seek advice and guidance. This will always be logged in case of any further concerns in the future.

Allegations against staff

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

Inappropriate sexual comments.

- Excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- We follow the guidance of Central Bedfordshire Safeguarding Children Board when responding to any complaint that a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child. All staff or volunteers know how to raise concerns about a member of staff or volunteer within the setting and know how to escalate their concerns if they are not satisfied with our response.
- Any such complaint will be reported immediately to the Local Authority Designated Officer (LADO) to investigate. We will also report any such alleged incident to Ofsted, as well as what measures we have taken. We are aware that it is an offence not to do this and will co-operate entirely with any investigation carried out by children's social care in conjunction with the police.

- Where the Committee and children's social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families throughout the process.

Disciplinary action

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

Whistleblowing

All staff, volunteers and students have a duty to disclose any genuine concerns they have about the conduct of other staff, volunteers, and students. The concern may relate to something that is happening now, has happened in the past or that they think could happen in the future.

Further guidance can be found in our Whistleblowing Policy which promotes a culture that enables concerns about safeguarding and promoting the welfare of children to be addressed by the setting.

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online. Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives.

Stompers Aims to support families are:

We believe in building trusting and supportive relationships with families, staff, and volunteers,

We will make it clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and always liaising with the local children's social care team.

- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child under the guidance of the Central Bedfordshire Safeguarding Children Board.
- We share our Safeguarding Policy with parents to ensure that they are fully aware of safeguarding policies and procedures.

- If we have a concern about a child, we will share these concerns with parents/carers. However, if sharing these concerns puts the child at risk of significant or further harm, we will seek advice from the Local Authority.
- New updated Working Together 2023 has set out four principles that need to be followed when working with parents/ carers:
- Effective partnership and the importance of building strong, trusting, and cooperative relationship.
- Communication that is adapted for the parents/carers.
- Empowering parents to participate in decision making by supporting them with information, keeping them updated and directing them to further resources to support this.
- Involving parents in the process and services.

Multi Agency Sharing Protocol

All information about individual children with regards to child protection concerns or cases is recorded and confidentially stored. Information about child protection concerns or cases will be passed to the child's new setting or school, with the parent's permission. Part of Working Together 2023 Document states" the core statutory guidance setting out all agencies and professionals should work together to promote children's welfare.

Digital images

- We have an E-Safety policy that all staff, students, and volunteers must adhere too. It covers use of mobile phones, cameras, iPad, and smart watches. Staff smart watches do not have image sharing capabilities. Staff also sign an annual E-safety agreement (from Jan 2024).
- Digital images will only ever be altered to remove/obscure children who do not have image sharing permissions and for no other reason, no child will be named publicly and only if images are being sent directly to that child's parents. Digital images of each child in various activities at the setting may be printed from a media or memory card, setting laptop, or setting tablets, these are deleted on a regular basis. Some photographs may be stored on the setting laptops for *agreed purposes which are stored either on site or taken home by management for the purposes of working from home. All laptops are to be kept securely and are password protected. Passwords are never to be shared outside of the setting.
- Images of children may be shared with a wider audience via our social media channels (Facebook) That are controlled by the preschool manager. We will only ever share images of children taking part in activities at stompers and only with permission from parents (via Eyman).

*Agreed purposes- these may include but are not limited to:

Reports,
Forms,
Allergy information etc.

Tablet use.

- The setting uses tablets to update learning journals with written observations and taking photographs. They are also used to update registers and communicate with parents via Tapestry.
- Tablets may also be used with children to enhance learning opportunities. When used this way they will always be monitored by an adult who will have control of the tablet. Children MUST be supervised at all times when using these.

Electronic Learning Journeys

Children development at Stondon Stompers is recorded electronically on a system called Tapestry. All parents are required to complete a Tapestry online agreement form before any data is inputted into the system.

Important Safeguarding contacts

Access and referral hub – 0300 300 8585 (Monday – Thursday 8.45am-5.20pm) (Fridays 8.45-4.20)

Out of hours number: 0300 300 8123

Email: cs.accessandreferral@centralbedfordshire.gov.uk

LADO- 0300 300 8142

Whistle Blowing Hotline number - 0300 123 3155

Whistle Blowing Advice Line- 0800 029 0285

Child Sexual Exploitation:

If concerned call 101

Office Hours- 0300 300 8582

Advocacy -Voice for the child and young person

0300 300 8789

advocacy@centralbedfordshire.gov.uk

Home Start Bedfordshire: Website:

<https://home-startbedfordshire.org.uk>

Email- office@homestartbedfordshire.org.uk

Phone Number- 01525 213522

Child Protection Agency contacts –

- Central Bedfordshire County Council Children, Schools & Families–
- Tel: 0300 300 6455 Email - LSCB@centralbedfordshire.gov.uk
- -Social Care Teams: - 01234 718700
- NSPCC- helpline for adults concerned about a child- 0800 800 500
- -Email: help@nspcc.org.uk
- Childline- 0800 111

- Samaritans- 116 123 jo@samaritans.org

If you urgently need help outside office hours you can contact Bedfordshire Social Care on 0870 2385465 / 0300 300 8123

Bedfordshire Police Child Abuse Investigation Unit - 01234 846960

NSPCC 0808 800 5000

LADO –0300 300 8142 Local Authority Designated Officer 0300 300 4825

Ofsted – 0300 123 1231

Ofsted Reporting Allegations Against a member of staff - 0300 1234 666

Ofsted Whistleblowing Hotline – 0300 123 3155

The Police in all cases – 999 or 101

Special Educational Needs and Disabilities.

This policy has been revised in response to the SEND Code of Practice 0-25 (2015), and in accordance with government documents including:

- The Children and Families Act 2014.
- The Equality Act 2010
- The Statutory Framework for the Early Years Foundation Stage (EYFS) (2024).
- The United Nations convention on the rights of the child (1991)
- Ofsted early years inspection handbook (2024)

Stompers aims regarding SEND are:

- To provide an engaging and varied curriculum that is accessible to all children, including opportunities to learn and develop in their own unique way, enabling them to reach their full potential.
- To work in partnership with parents/carers and outside agencies and other professionals to raise aspirations and expectations for children with SEND.
- To identify SEND and provide targeted support as early as possible to provide the best possible outcomes for children.

The Role of the SENCo

All Early year's settings are expected to have a named person in the role of SENCo. They must hold at least a level 3 qualification in childcare/early years education and should have undertaken appropriate training and regularly attend professional study groups and other relevant training to continually support and improve practice within the setting. At Stompers the named SENCo is Claire White.

The five key roles of the SENCo are:

- To ensure all practitioners understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN.
- To advise and support colleagues.
- Ensure parents and carers are closely involved in all decision-making processes and their insight informs all actions taken by the setting.
- To liaise with other professionals and agencies beyond the setting.
- Continually develop own practice and that of the setting.

Identifying Children with SEND

A child has a special educational need if they have a learning difficulty (A child with a learning difficulty will have significantly greater difficulty in learning than most children of the same age) or disability (A disability is a physical or mental condition that limits movements, senses, or activity) which calls for special educational provision (Special educational provision is additional to and different from the provision that would normally be available).

(SEND code of practice (2015))

There are four broad areas of SEN, these are:

- Cognition and Learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs
- Communication and Interaction

At Stompers we use a combination of observation, practitioner knowledge and experience alongside regular training and mentoring to aid in assessing and identifying the needs of children in our care.

When concerns are raised over a child's needs, we will discuss this with the parents/carers with an aim to agree achievable outcomes as part of a co-produced support plan. This will be led by the key person and overseen by the SENCo. Supporting Children with SEND

It is the responsibility of those who work with young children to be alert to emerging difficulties and respond early.

SEND code of practice (2015)

When a child in our care is identified as needing additional support we aim to:

- Develop a strong leadership and management team to support staff to identify needs and enable them to access training that will support children and form best practice within the setting.
- Make reasonable adjustments where possible to support individual needs.
- Ensure effective communication between all adults and children that are involved with caring for a child with SEN by providing a welcoming, receptive, and responsive environment in which parents/carers work in partnership with staff to co-produce a plan of support to achieve the best outcomes, aspirations, and ambitions for the child.
- Plan for and regularly assess children's individual needs following a "assess, plan, do, review" cycle involving parents/carers every step of the way.
- Meet with parents regularly allowing flexibility for meeting times and respecting them as their child's first educators.
- Ensure that all children have access to a broad and balanced curriculum which is delivered using a variety of high-quality teaching techniques and follows children's own interests.
- Ensure that parents/carers are well informed about the support they can expect to receive and have access to by publishing the Local Offer on our website and provide information and up to date resources that are relevant to the needs of the individual child. This can be found at: [Early Years 0 to 5 | Central Bedfordshire SEND Local Offer](#)
- Support children with a range of medical conditions and recognises their right to have full access to education, including school trips and physical education.
- Ensure transition periods are well planned for and information is transferred promptly and confidentially.
- Work collaboratively within the team and Advisory Teachers to monitor the progress and provision for children with SEND, and to monitor the accessibility of the physical learning environment, the curriculum and information for children with disabilities.
- Ensure all the settings policies are inclusive and are known, and accessible, to all parents/carers, staff, and Committee.

A Graduated Approach to SEN

At Stompers we use the graduated approach of Assess, Plan, Do, Review to support children with additional needs. This approach will be discussed and explained in full to any parent/carer of a child identified as having SEN. This will be done in a meeting with the SENCo and where possible the key person. The process develops as follows:

1. ASSESS: Evidence gathering, contact with the parents and child, observations and use of any assessment frameworks, toolkits etc that are appropriate can be used to assist with the evidence gathering.
2. PLAN: At this point a support plan can be drawn up and discussed with the parents and if appropriate the child, this was not possible in this case as the child was too young and non-verbal at the point the plan was made. The parents should be involved in creating outcomes and agreeing the best approaches towards them.
3. DO: The setting Should work with the family to follow the agreed approaches; they should be in communication regarding how they are working and if needed these approaches can be adapted before the review point.
4. Review: Provision should be reviewed alongside effectiveness of the outcomes and approaches that are being used.

Initially we would allow the child a settling in period before making assessments and raising concerns with parents, this would be our monitoring period. At this stage children have access to high quality teaching and a differentiated curriculum.

There are three further stages of support available to children with SEN. These are:

- Stage1: Children at this stage have been identified as having SEN based on information gathered by the Key Person/SENCo, parents/carers. This level of need may not need any additional intervention from outside agencies or professionals but would have a support plan in place. This can be raised to stage 2 at any point as required and additional advice and support can be sort out if it becomes apparent the child requires further support.
- Stage 2: At this stage it is likely that a child will have more complex needs than stage 1, they may require multiple outside agency involvement. At this stage the setting may be able to apply for funding to support short periods of one-to-one intervention. This could be up to 1/3 NEF funded hours for a 3–4-year-olds.
- Education, Health, and Care Plan (EHCP Plan)

This is a higher level of support and intervention and requires a request for needs assessment to take place. This can be made by the setting, Parents/carers, or another outside agency. Although it is most made by the SENCo in co-production with all the above. This is a 20-week process and if the decision is made that there is a need for an EHCP request, a meeting with the SENCo, key person, parents and Early years SEND advisory teacher will take place. The process will be explained and if parents agree, the process begins when the request is submitted to the Local Authority. (A copy of the 20week EHCP process can be found in the documents section). If the request is accepted by the LA evidence will be gathered from a variety of outside sources that are involved with the child. This will include an Educational Psychologist. For further information on other agencies and professionals we may liaise with

please see below. If the plan is agreed, it will be reviewed every 6 months whilst the child is in Early years (until the end of reception) and yearly thereafter.

Outside agencies that may support the setting:

We pride ourselves on our communication and relationships with both parents/carers and outside professionals and agencies. Some of the outside agencies and professionals we may consult with are:

(This is not an exhaustive list but gives an overview of the most common agencies we work with)

- The Local Authority (LA)
- Speech and Language Therapy (SaLT)
- Social Communication Worker
- Educational Psychology (EP)
- Occupational Therapy (OT)
- Music Therapy
- Physiotherapy
- Sensory Service (for Vision/Hearing Impairments)
- Community Paediatrician
- Child Development Centre (CDC)
- 0-19 team (community nursery nurses, health visitor team)

Settling In:

Stompers aims are.

- To support the parents to feel confident when leaving their child.
- To create a welcoming environment for all who attend the setting.

Key Person

Here at Stompers our staff pride themselves on having fantastic relationships with all children (not just key children) and we want to make sure all children feel happy & settled with us regardless of which staff members are present.

Children thrive from a base of loving and secure relationships. This is normally provided by a child's parents, but it can also be provided by a key person or another member of the team.

A key person is a named member of staff who have responsibilities for a small group of children to which they support them to feel safe, secure, and cared for whilst at Stompers.

When your child starts the key worker will:

- respond sensitively to the child's feelings, behaviours whilst meeting their emotional needs.
- Be a familiar figure who is available as a point of contact for parents and to begin the partnership working between us all.
- ensure the child feels settled, happy and become more confident to explore and become a capable learner.
- Records of development and care are created and shared by the key person, parents and the child and other professionals as needed.
- Ensure children feel settled and happy and become more confident to explore and as a result become more capable learners.

Methods

Parents are introduced to the child's key person and the key person role is explained during the settling in period.

- Staff reassure parents that the bond they will grow with the child is not designed to undermine the child's ties with their own parents. The allocation of key children always considering the child's welfare.
- As your child becomes more settled, other staff within the setting will begin spending more time, getting to know your child and begin building a relationship with them.

The responsibilities of a key person include.

Enabling children to develop close emotional ties (attachments).

Developing good working relationships with the individual children's parents/carers and working closely with them.

Leading on the completion of SEND support plans and to ensure the outcomes are implemented within practice.

Communicating clearly and professionally with parents / carers daily about their child's needs.

Being in attendance and provide input in meetings with parents, or other professionals.

Carries out the progress check at age two in line with the requirements of the EYFS and any Local Authority procedures.

Providing a second key person for children so that when the main key person is away there is a familiar and trusted person the child knows well.

Being responsible for implementing clear, flexible plans for gradually settling children into the nursery and when moving from one room to another.

The Team will:

Help individual children to manage their days, maintaining their involvement in routines and activities.

Keep individual children in mind and thinking about their needs.

Responding with sensitivity to individual children.

Knowing individual children's circumstances, needs and preferences.

Offering help, willingly and readily when needed and appropriate.

Encouraging good relationships with other children and adults.

Wherever possible be responsible for personal care routines such as nappy changing, greeting parents and the child when they arrive, and sharing information.

Whilst the key work is responsible for observing and recording individual children's development and learning. ALL staff will know ALL children.

Settling-In

We recognise that the transition period from home to setting can be a challenging period for parents as well as the children. At Stompers we want parents/carers to feel they have a positive relationship with all staff, and we promote an 'open door' policy.

To support families through the transition we will:

- Invite the parents or authorised carer to visit the setting with their child prior to starting.

- Have a flexible approach to the settling in procedure to meet the needs of individual families.

- Provide reassurance to parents – this may include sharing photographs of their child over their first few sessions.

- Require children aged 2 or over to be enrolled for a minimum of two sessions per week to enable them to become familiar with the setting.

- The child's key person will be assigned before they start, and the designated key person will lead on the settling in sessions. This includes supporting the parent/carers in completing a learning and development baseline for their child.

- If a child has attended a previous setting, the key person will liaise with the parent and setting to obtain any learning journey information.

If a child attends more than one setting, the key person will liaise with the other setting(s) to provide a consistent approach.

Sick Child:

Whilst it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness. Please see medication policy.

Sickness

- The Preschool Manager or Deputy must be informed immediately if a child becomes ill while at setting. The child's parents will then be informed as soon as possible.
- If the illness appears communicable, the child should be cared for by a member of staff but kept away from the other children. The parents should be encouraged to collect their child as soon as possible.
- If a child has a temperature, we will strip the child according to the environment. If the environment is too warm, we may open a window, and a lightweight blanket or sheet may be used to cover the child. The parent will be asked to come and collect their child.
- In the event of the parent unable to collect we will administer Calpol however, if the child's temperature continues to rise/stay very high, the parent/carer will be asked to make other arrangements for the child to be collected. If parents or emergency contacts cannot attend in a reasonable time an ambulance will be called.
- Children who have been collected from pre-school due to a high temperature should not return until their temperature has returned **to normal and remained stable for 24 hours.**
- If a child has been administered Calpol or any other form of medication i.e. (ibuprofen) by parents before they are due to attend the setting, the child will be unable to attend their session- we believe if there is a need for this medication then the child is not well enough to attend the setting. (There are few exceptions to this rule for example: A nurse/Dr has suggested a preventative dose of paracetamol/ibuprofen to mitigate side effects of booster injections. This should always be discussed and agreed with the preschool manager or deputy prior to child's attendance. Please note however the preschool maintains the right to turn a child away or send them home if they appear or become unwell in these circumstances too.)

According to [High temperature \(fever\) in children - NHS \(www.nhs.uk\)](https://www.nhs.uk) a 'normal' temperature in babies and children is about 36.4 C but this can vary slightly from child to child.

A temperature of 37.8 or greater is classed as a 'high temperature'.

- Children who have been seen by their G.P. and prescribed antibiotics can attend the setting providing they do not have a communicable disease or notifiable infection as listed in the Guidance on Infection Control in Schools and other Childcare Settings published by the Health Protection Agency available on www.hpa.org.uk. A member of staff will administer antibiotics, only after a signed consent by a child's parent/carer and all information is provided. Please see medication policy for guidance.
- Children must not return to the setting until they have taken a full 48 hours' worth of the prescribed course of medication/ antibiotics. This is to allow time for the treatment to begin working and for any reactions to be observed (reactions are most likely to take place within the time period).
- Children and Staff will be excluded from the setting if they have diarrhoea and/ or sickness until 48 hours after cessation of symptoms. If a child has two unexplained loose stools whilst at the setting the parents will be called and recommended to arrange collection of the child.
- We reserve the right to exclude or refuse entry to children whom the Pre-school Manager or Deputy feel are not well enough to be at Pre-School.

Infectious Diseases

We have a duty to inform Ofsted, the Local Authority Environmental Health Officer, and the Consultant for Communicable Disease Control of the occurrence of all communicable diseases (a list of this diseases can be found [here](https://www.gov.uk/topic/healthprotection/infectious-diseases); <https://www.gov.uk/topic/healthprotection/infectious-diseases>) and suspected outbreaks of infection including food poisoning. Any child who appears to be suffering from a communicable disease or condition will not be allowed to be at the setting. Parents will be informed by a notice in the entrance area if we are notified of an outbreak of a notifiable infection or communicable disease.

- For all other infections, exclusion will be for the period recommended on the Guidance on Infection Control in Schools and other Childcare Settings published by the Health Protection Agency available on www.hpa.org.uk.

Covid:

Following the guidance from the government if your child tests positive for covid they should not return to the setting for 3 days. It is extremely important to keep all children and staff safe and healthy; by keeping your child home you are helping the Stompers team do so.

Please note that your child must be well in themselves to return and Calpol or ibuprofen free.

If you or the setting believe your child may have symptoms of Covid we have the right to ask you to keep them home until they are symptom free. This coincides with the above statement that children who have been collected from pre-school due to a high

temperature should not return until their temperature has returned to normal and remained stable for 24 hours.

[Coronavirus \(COVID-19\) symptoms in children - NHS \(www.nhs.uk\)](https://www.nhs.uk)

Procedures for children with allergies

When a child is enrolled in the setting, parents will state on their registration forms and on their 'all about me' forms if they have any dietary requirements or allergy.

If a child has a serious allergy, an individual care plan is completed to detail the following:

- The allergen (i.e., the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).
 - The nature of the allergic reactions e.g., anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc
 - What to do in case of allergic reactions, any medication used and how it is to be used (e.g., Epi-pen)
 - Control measures such as how the child can be prevented from contact with the allergen.
-
- The care plan is kept in the main register and a list of all children with allergies and the procedure to follow is displayed where staff can see it in the kitchen.
 - Staff will receive training from the parent or other professional in how to administer special medication in the event of an allergic reaction.
 - No nuts or nut products are used within the setting.
 - All staff are made aware of any allergies and position themselves appropriately during meal and snack times to reduce risk of contamination.

Smoking, Alcohol and Drugs:

We comply with health and safety and the Safeguarding and Welfare Requirements of the EYFS in making our setting a no-smoking environment – both indoors and outdoors.

Stompers aims are.

- To protect the health and safety of everyone at the nursery from the effects of cigarette smoke.
- To ensure that performance of staff members is not impaired by the effects of alcohol, drug abuse or any other substance whilst they are at work.

Smoking and Vaping

This preschool operates a no smoking policy- all staff, parents, visitors, students, and volunteers must respect this policy.

- Any person that within the preschool that is engaging with children and has recently smoked/vaped must wash their hands thoroughly with soap and plenty of water upon entering the main hall.
- Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.
- We actively encourage no-smoking by signposting parents and staff about where to get help to stop smoking if they are seeking this information.
- Parents/visitors/ member of the public are asked not to smoke or vape on the preschool premises which operates 7.45-3:15 this includes the parking area- the bays outside of the village hall is for village hall use therefore during Stompers hours of operation this policy is in place.

Alcohol and Drugs

- Staff members are not permitted to come to work whilst under the influence of alcohol, illegal/misused drugs, or any other substance that may affect their ability to care for children.
- If a staff member appears to be under the influence of alcohol or illegal/misused drugs at work, he or she will be sent home immediately, and disciplinary action taken.
- Please see how the collection policy for Parents under the influence.

Staff Medication

- Staff mustwhis divulge if they are taking any prescribed medication that could potentially affect their ability to work.
- Any medication must be stored away and never brought into an area with children.
- If the preschool/ deputy manager is concerned about the impact medication may be having on staff, the manager has the right to seek medical advice by the staff's doctor to ensure they are capable to work directly with children.

Staff Recruitment:

We meet the Safeguarding and Welfare requirements of the Early Years Foundation Stage, ensuring that our staff are appropriately qualified, and we carry out checks for criminal and other records through the DBS in accordance with statutory requirements.

Stompers aims are:

- Work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- To ensure that we recruit staff members with the experience, knowledge and qualifications required for the role that they are to have. (Level 3 practitioner are no longer required to have a maths qualification in order to be counted in ratio).
- To ensure that adults are checked for suitability to work with children before being able to work unsupervised.

Methods:

Vetting and staff selection

- We welcome applications from all sections of the community. Applicants will be considered based on their suitability for the post. We seek to offer job opportunities equally to both women and men, with and without disabilities, from all ages, religious, social, ethnic, and cultural groups.
- We use Ofsted guidance on obtaining references and enhanced disclosure and barring service checks for all staff, and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) for the vetting and barring scheme.
- We are committed to recruiting, appointing, and employing staff in accordance with all relevant legislation.
- Where possible all interviews will be carried out by the Chairperson, the Pre-school Manager and another senior member of the team depending upon vacancy. If the interview is for a Pre-school Manager, the Chairperson or Manager will contact the Child Development Officer and request that they also be present.
- If the Chairperson or appropriate committee member cannot be present in an interview the Manager and Deputy Manager will carry them out. The manager will then feed back to the Chairperson and a decision will then be made. If successful, the applicant will not be able to start at Stompers Preschool until that have had an informal meeting with the Chairperson.
- After a successful interview, the interviewee will be invited for a stay and play session lasting around an hour. This allows manager to observe the interaction skills with the children and a practical element before a final decision is made. (Feb 2024)
- All applicants are shortlisted against a criterion. Those shortlisted and interviewed are then scored by two, or more, panel members.
- All prospective and current staff are made aware that they must 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.
- Following on from the interview the candidate will then be invited for a stay and play session, this is broken into two separate parts:
 - A general stay and play within the Stompers main room/garden (depending on where the children are) this allows the manager to observe the candidate in practice engaging with the children, their body language, communication skills.

- Second part is a small group activity to undertake, the reasons for the activity, the Intent, Implementation and Impact of the activity.
- All employed staff complete an annual suitability declaration to ensure their circumstances have not changed.
- All prospective staff are made aware that they are required to have sufficient understanding of English and can speak English to a standard suitable to the role.

Employment of ex-offenders

- As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), Stondon Stompers complies fully with the code of practice and undertakes to treat all applicants for positions fairly.
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- We ensure that all applicants for relevant positions or employment are notified in advance of the requirement for a Disclosure.
- Stondon Stompers undertakes not to discriminate unfairly against any subject of a criminal record check based on a conviction or other information revealed.
- We notify all potential applicants of the potential effect of a criminal record history on the recruitment and selection process and any recruitment decision.
- Stondon Stompers undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.

Disqualification

- 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.

Students:

Stondon Stompers is committed to sharing good practice with those wishing to pursue a career in childcare. Therefore, students will be welcomed to join our staff team and gain work experience within our pre-school. We welcome the chance to encourage training.

Stompers aims are:

- Be a positive role model and support students in their completion of studies.
- Provide an environment where students feel happy and confident to ask questions and extend their learning.

Methods

- The Pre-school Manager/Deputy and Student will complete the work experience form which covers induction and Pre-School and Student expectations.
- A student starting a placement within the setting is given a mentor who will support, guide, and assist with any paperwork.
- If the mentor feels she is not able to help with any concerns she will then pass on the information to the manager. The student can ask the mentor to be involved in any meeting where the manager needs to be involved to assist with support.
- The needs of the children are paramount. Generally, students will not be included in adult to child ratios except for longer term NVQ/part qualified students which is at the discretion of the Pre-school Manager
- Students must be engaged in BTEC or CACHE recognised early years training which provides necessary background understanding of children's development and activities.
- All students will undertake an induction programme and will agree to Health and Safety and Confidentiality policies. A satisfactory DBS check shall be completed prior to any student starting.
- Prior to starting their placement, the person from the college responsible for Health and Safety will visit the pre-school and check the premises and other arrangements as being acceptable for their student.
- We require that schools vouch for students under the age of 17 as to their good character. We always supervise students under the age of 17 and do not allow them to have unsupervised access to children. Unless they are aged 16 or over on an apprenticeship training program and on a long-term placement with us as they are then counted in the ratio's if they are DBS cleared.
- Students will not be privy to confidential information and any information gained about the children, families or other adults in the pre-school must remain confidential. All students are encouraged to read our whistleblowing policy.
- We co-operate with students' tutors and assessors in order to help students fulfil the requirements of their course of study.

- Students will not have unrestricted access to children.
- We hold employers' liability insurance and public liability insurance which covers both trainees and voluntary helpers.
- Student will not be permitted to toilet children or take them into the toilet area by themselves unless they have been DBS cleared.

Students undertaking qualification courses who are placed in our setting on a short-term basis (e.g., under 3 months) are not counted in our staffing ratios. Students that are undertaking an NVQ on a long-term basis will be counted into staff ratios as these placements can take approximately a year to complete.

Long term students and apprentices can be counted in the staff ratio at the level below where they are currently studying and if the manager is satisfied with the individuals competence. The student or apprentice must hold a full Paediatric First aid or an emergency first aid certificate. If the First Aid is not obtained there needs to be an exceptional rationale for this to happen (Jan 2024).

Transition:

Stompers Pre-School understands the importance of helping children with the transition from Stompers to their respective lower schools. This is to ensure that the children and parents feel secure and happy with their move to school.

Stompers children primarily feed into Stondon Lower School, situated next door with a small number of children going to Derwent Lower School and on occasion other local village lower schools. All schools in the local area offer one intake each year.

Stompers aims are:

- Our children have a positive experience of transition which will not hinder their wellbeing, learning or development.
- Children and parents are actively involved in the process of transition and their perceptions about transition are explored and valued.

Equal Opportunities

Continuity of support is important at times of transition. A key person is identified early to help this process and contact other professionals who may be involved with the child and/or family.

It is important to:

- To maintain good relationships with the lower schools, both with their Head Teachers and Foundation Stage Teachers.
- Stompers endeavor to visit the lower schools with the children. Stondon Lower provides us use of the foundation stage outside play area, the field and library. Stompers are invited to events, for example the Christmas play and Sports Day.
- Visits are increased for those children moving up during their final term with Stompers. During this time the children will regularly visit to become more familiar with the environment, to meet the Foundation Stage teachers and associated support staff. This is more achievable with Stondon Lower School due to its location. Children can attend up to three mornings across three weeks.
- Each child at Stompers has an Online Learning Journal and from this, transition hand over information is compiled. This is shared and agreed with parents prior to the child leaving.
- Stompers Manager meets with the Foundation Stage Teachers to ensure a comprehensive handover. We will invite the Foundation Stage Teachers to visit Stompers to begin building relationships with children to ease the transition.

- Should a child have additional needs, this would be discussed fully between the Stompers SENDCO, key person, parents, and the Foundation Stage teachers. Parents will be fully involved and consulted in this process.
- Stompers Manager will organise more visits and meetings with the school team if required. Any other outside agencies, such as speech and language or physiotherapist, would also be involved in the transition period if required.
- Stompers and the respective lower schools ensure parents are made aware of how their child is helped with the transition. Stompers Manager and Key Persons are always available to support and reassure parents during this time and will accompany parents on visits to lower schools if required.
- Stompers Committee and Stondon Lower Schools PTA co-operate on fundraising events which help to introduce Stompers parents and children to the lower school.
- Stompers and the lower school's feedback on the transition process to help continuous improvement.

Transition plans for children who have SEND are completed for children in co-operation with parents/carers.

Well Being Policy

Here at Stompers, we feel it is extremely important to support staff through any mental ill health or stress. We have an open-door policy for all and addressing workplace mental wellbeing can help strengthen the positive, protective factors of employment, reduce risk factors for mental ill health and improve general health.

Stompers aims are:

- To ensure staff feel happy and content within the setting and their role and maintain a positive attitude.
- For staff to feel confident to seek advice or help if/when needed.
- To create a workplace environment that promotes the mental wellbeing of all employees.

Responsibility of staff:

Working as a team is very important, we help one another, support and encourage each other. Everyone has a responsibility to contribute to making the workplace mental wellbeing policy effective. Staff responsibilities are:

- Support the Manager to monitor the workplace, identify hazards and risks.
- Raise issues of concern and seek help from their managers.

Senior Management Role (*Manager and Chair of Committee*)

- Take steps to eliminate or reduce hazards and risk, as far as is reasonably practicable.
- Monitor working hours and overtime to ensure that staff are not overworking.
- Monitor workload to ensure that people are not overloaded.
- Assist and support employees who are known to have mental health problems or are experiencing stress outside work – for example due to bereavement or separation. *We will deal sympathetically with staff situations, outside the workplace.*
- Give non-judgemental and proactive support to individual staff who experience mental health problems.
- Ensure staff are provided with the resources and training required to carry out their job.
- To recognise that workplace stress is a health and safety issue, and acknowledge the importance of identifying and reducing workplace stressors.
- Treat all matters relating to individual employees and their mental health problems in the strictest confidence and share on a 'need to know' basis only with consent from the individual concerned.

Recruitment:

- Show a positive and enabling attitude to employees and job applicants with mental health issues. This includes having positive statements in recruitment literature.
- Ensure that all staff involved in recruitment and selection are briefed on mental health issues and the Disability Discrimination Act, and are trained in appropriate interview skills.
- Make it clear, in any recruitment or occupational health check undertaken, that people who have experienced mental health issues will not be discriminated

against and that disclosure of a mental health problem will enable both employee and employer to assess and provide the right level of support or adjustment.

- Do not make assumptions that a person with a mental health problem will be more vulnerable to workplace stress or take more time off than any other employee or job applicant.

Additional Information:

We provide a feminine hygiene box which is located in the staff toilet near the rear door. Within the box are items that all staff can use if needed, we provide:

- Sanitary towels/tampons
- Deodorant
- Paracetamol

We also provide a paid staff wellbeing day; this will be given to staff under the managements discretion to support staff in taking a day to themselves.

Whistleblowing:

The Public Interest Disclosure Act 1998 encourages individuals to raise concerns about malpractice in the workplace and this policy document makes it clear that staff can raise serious concerns without fear of victimisation, subsequent discrimination or disadvantage and is intended to encourage and enable employees to raise those concerns within the Pre-School, rather than overlooking a problem or 'blowing the whistle' outside. All concerns raised will be treated in the strictest confidence.

Stompers aims are:

- To encourage staff and committee members to feel confident in raising serious concerns and to question and act upon concerns about the Pre-School.
- To follow set procedures for raising concerns and receiving feedback on any action taken.
- To ensure that an appropriate response is given to any concerns and to raise awareness of how to pursue those concerns if you are not satisfied with the outcome or way it is dealt with.
- To reassure the staff or committee member that they will be protected from possible reprisals or victimisation if they have made any disclosure in good faith.

Responsibilities

All staff hold the responsibility to safeguard children.

- If a staff member witnesses an incident in which a child is being placed at risk, he or she has a duty to intervene to protect the child from harm.

- Although confidentiality cannot be guaranteed, Management has a responsibility to ensure that any staff member who reports a concern will be treated with respect and will not be discriminated against or suffer victimisation.
- Staff are not only responsible for their own behaviour, but they are also responsible for reporting any instances of poor practice, breaches of our policies, procedures, or risk assessments by other staff or committee members.

How to raise a concern

- Early intervention is encouraged, do not wait to raise a concern. Where appropriate, any instance of unacceptable behaviour should be addressed with the individual concerned. When a child is at immediate risk of harm, this discussion must take place at the moment that the incident is first observed.
- Concerns should be brought to the attention of the Pre-school Manager/DSL in the first instance and if not available the deputy manager/DSL. However, if the concern relates directly to the Pre-school Manager or the matter is felt to be so serious/ sensitive, the Chairperson should be approached directly.
- Concerns may be raised verbally or in writing. Staff or committee members wishing to make a written report are requested to give the background and history of the concern (giving relevant times/dates where possible) and the reason for the concern. All concerns received will be registered with the Chairperson. If the concern involves the Chair, another appropriate member of the committee will be informed.
- Once a concern has been raised under the Whistleblowing Policy the person reporting the concern should be mindful that any further discussions with other parties may impede the maintenance of confidentiality.
- The preschool manager (or appropriate person) will then act and investigate.

How the matter can be taken further

The Pre-School hopes that any action taken will be satisfactory. However, if the person who voiced their concern feels that the matter has not been adequately dealt with, they should contact Ofsted- National Business Unit, Royal Exchange Buildings, St. Ann's Square, Manchester, M2 7LA or Tel: 08456 404040.

Depending on the nature of the concern, it may also be appropriate to contact.

- The police
- The Charities Commission, PO Box 1227, Liverpool, L69 3UG, Tel: 0845 3000218

Failure to 'whistle blow'

If it is found that a staff member was aware of an incident of concern, that should have been reported and did not do so, they may be subject to the same disciplinary actions as the member of staff being accused. Poor practice or a breach of the preschools policies, procedures or risk assessment are unacceptable.