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Policies that Parent must read

Achieving positive behaviour

(Last update October 2023)

Policy statement

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example.

Procedures

- Our member of staff who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour, is: Karen InglisTaylor
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- This member of staff:
 - keeps up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - accesses relevant sources of expertise on promoting positive behaviour; and
 - checks that all staff have relevant in-service training on promoting positive behaviour. We keep a record of training completed by staff.
 - We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.

All staff, volunteers and students provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

We familiarise new staff, volunteers and students with the setting's behaviour policy and its guidelines for behaviour.
- All staff, volunteers and students apply these procedures consistently.

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- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies used with children who engage in challenging behaviour

- We use positive strategies for handling any challenging behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development.
- We support children in acknowledging their feelings, explaining what is not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
We support children in finding their own ways of managing conflict, such as asking for the sand timer, forming a queue or changing a game so that another child can join in.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for challenging behaviour.
- When children behave in challenging ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We do not use a 'naughty chair' or a 'time out' strategy that excludes children from the group. We will, however, remove a child from a situation where he/she is continuing to behave unacceptably.
We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
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- We may use proportionate physical restraint, such as holding to restrain, to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event are recorded in the Event File and referred to in the child's learning journal. The child's parent is informed on the same day.
- We may also hold a child to stop him/her running after his/her parent or carer when they are leaving the setting or in order to encourage appropriate social behaviour e.g. sitting down for a lunch or snack time or during story or circle time.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
 - Children's behaviour will be different on different days depending on circumstances. If a child's behaviour on a certain day is putting children or adults in danger, we will ask the parents or carers to take their child home.
 - If a child's behaviour means that he or she can only safely be in the setting with the support of an additional adult, that child will only be able to attend when funding for that additional support can be provided.

Tantrums, biting and fighting

If a child is bitten or hurt by another child, we comfort them and treat their injury in the first instance. The child's parent or carer will be informed.

Staff respond calmly and patiently to the child who has caused the injury or who is having a tantrum, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

- Staff make clear that hurting another child is not acceptable.
- Details are recorded in the Event File and referred to in the child's learning journal.
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- If tantrums, biting or fighting are frequent, we try to find out the underlying cause and work with the parents/carers to support the child.
- If the tantrums, biting or fighting continue, we seek specialist help from the WSCC Early Childhood Service.
- If a child's behaviour is putting children or adults in danger, we may need to ask the parents or carers to take their child home until safety can be ensured.

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Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play. It may be inconsiderate at times and may need to be addressed using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to ‘goodies and baddies’ and as such offer opportunities for us to explore concepts of right and wrong.
- We tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of ‘teachable moments’ to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as ‘bullying’. For children under five, hurtful behaviour is usually momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

We offer comfort to the child who has been hurt by the behaviour.

We also offer support to the child who is angry. This could be by holding them, taking them to the *feelings den* to be somewhere quiet, exploring resources which will help them, giving them a verbal explanation or helping them to talk through the feelings which motivated the behaviour.

- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others’ feelings.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. Children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories.
- We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

- We help a child to understand the effect that their hurtful behaviour has had on another child; we encourage children to say sorry or use alternatives such as a hand shake or picture drawn for the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.
- Where this does not work, we seek specialist help from the WSCC Early Childhood Service.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another. Bullying is unlikely to occur in children under five years old.

If a child bullies another child or children we take action as follows:

- We show the children who have been bullied that we are able to listen to their concerns and act upon them.
- We intervene to stop the child who is bullying from harming the other child or children.
- We explain to the child doing the bullying why her/his behaviour is not acceptable.
- We give reassurance to the child or children who have been bullied.

We help the child who has done the bullying to recognise the impact of their actions. We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.

- We do not label children who bully as 'bullies'.
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others.
- We recognise that children who bully are often unable to empathise with others.
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour.
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt acceptable ways of behaving.

Confidentiality and client access to records

(Last updated October 2022)

Policy statement

Definition: 'Confidential information is information that is not normally in the public domain or readily available from another source, it should have a degree of sensitivity and value and be subject to a duty of confidence. A duty of confidence arises when one person provides information to another in circumstances where it is reasonable to expect that the information will be held in confidence.' (Information Sharing: Guidance for Practitioners and Managers (DCSF 2008))

In our setting, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

Confidentiality procedures

- When a parent shares personal information with us, we check whether they wish that information to be regarded as confidential or not.
- Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared by those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- Any sensitive information, for example relating to child protection issues, is kept in a 'Confidential Additional Information File', created for that child.
- A note is kept in the 'event file' to indicate whether and where additional information is held for a child.
- We keep all records securely.

Client access to records procedures

- Parents have access to their child's Learning Journals at all times through the Tapestry system.

- Parents may request access to the 'Confidential Additional Information' held on their child and family.
- The setting commits to providing access to this additional information within 14 days, unless the interests of a 'third party' are affected.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records.
- It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The manager will go through the file and remove any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by a manager, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.
- All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child.

Information sharing

(Last update June 2024)

Policy statement

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

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

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

The decision should never be made as an individual, but with the back-up of one of the designated persons. The three critical criteria are:

- Where there is *evidence* that the child is suffering, or is at risk of suffering, significant harm.
- Where there is *reasonable cause to believe* that a child may be suffering, or at risk of suffering, significant harm.
- To *prevent* significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

Procedures

Our procedure is based on the 7 golden rules for information sharing as set out in *Information Sharing Advice for practitioners providing safeguarding services for children, young people, parents and carers (May 2024 DfE) (Previous guidance removed)*

1. All children have a right to be protected from abuse and neglect. Protecting a child from such harm takes priority over protecting their privacy, or the privacy rights of the person(s) failing to protect them.

The UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA) provide a framework to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm.

- Our policy and procedures on information sharing provide guidance to appropriate sharing of information with external agencies.

2. When you have a safeguarding concern, wherever it is practicable and safe to do so, engage with the child and/or their carer(s), and explain who you intend to share information with, what information you will be sharing and why. You are not required to inform them, if you have reason to believe that doing so may put the child at increased risk of harm (e.g., because their carer(s) may harm the child, or react violently to anyone seeking to intervene, or because the child might withhold information or withdraw from services).

In our setting we ensure parents:

- receive information about our information sharing policy when starting their child in the setting and they sign a form to say that they *understand* circumstances when information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult.
- have access to our Safeguarding Children and Child Protection policy; and
- have information about the circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.

3. You do not need consent to share personal information about a child and/or members of their family if a child is at risk or there is a perceived risk of harm. You need a lawful basis to share information under data protection law, but when you intend to share information as part of action to safeguard a child at possible risk of harm, consent may not be an appropriate basis for sharing. It is good practice to ensure transparency about your decisions and seek to work cooperatively with a child and their carer(s) wherever possible. This means you should consider any objection the child or their carers may have to proposed information sharing, but you should consider overriding their objections if you believe sharing the information is necessary to protect the child from harm.

- Guidelines for consent are part of this procedure.
- Managers are conversant with this and are able to advise staff accordingly.

4. Seek advice promptly whenever you are uncertain or do not fully understand how the legal framework supports information sharing in a particular case.

- Managers contact the Integrated Front Door for advice where they have doubts or are unsure.

5. When sharing information, ensure you and the person or agency/organisation that receives the information take steps to protect the identities of any individuals (e.g., the child, a carer, a neighbour, or a colleague) who might suffer harm if their details became known to an abuser or one of their associates.

In our setting we:

- record concerns and discuss these with the setting's *designated person* and/or *designated officer* from the governance panel 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.

6. Only share relevant and accurate information with individuals or agencies/organisations that have a role in safeguarding the child and/or providing their family with support, and only share the information they need to support the provision of their services. Sharing information with a third party rarely requires you to share an entire record or case-file – you must only share information that is necessary, proportionate for the intended purpose, relevant, adequate and accurate.

- Our Child Protection procedure and Record Keeping procedure set out how and where information should be recorded and what information should be shared with another agency when making a referral.

7. Record the reasons for your information sharing decision, irrespective of whether or not you decide to share information. When another practitioner or organisation requests information from you, and you decide not to share it, be prepared to explain why you chose not to do so. Be willing to reconsider your decision if the requestor shares new information that might cause you to regard information you hold in a new light. When recording any decision, clearly set out the rationale and be prepared to explain your reasons if you are asked.

- We complete an 'Information Sharing Decision' form which, when complete, is held in a lockable filing cabinet in the Church Centre.

Consent

- Our responsibility regarding gaining consent to share information and when it may not be sought or overridden is covered in our policies on Confidentiality and Client access to records.
- We issue a letter when the child starts which includes this information.
- Parents sign a form at registration to say they understand that information may be shared without consent in circumstances as explained above.
- Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries, to the next provider/school.

We consider the following questions when we need to share:

- Is there legitimate purpose to sharing the information?
- Does the information enable the person to be identified?
- Is the information confidential?

- If the information is confidential, do you have consent to share?
- Is there a statutory duty or court order to share information?
- If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest to share information?
- If the decision is to share, are you sharing the right information in the right way?
- Have you properly recorded your decision?

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

Appendix

Designated Persons:

Staff member - Karen Inglis-Taylor

Staff member - Lai Brooking

Governance Panel member – Mrs Theresa Adams

Making a complaint

(Last updated June 2024)

Policy statement

St. Mary's Pre-School believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of St. Mary's Pre-School to a satisfactory conclusion for all of the parties involved.

Procedures

We keep a 'Complaints Summary Record' of all complaints that reach stage two or beyond which is available to parents as well as to Ofsted inspectors.

Stage 1

- Any parent who has a concern about an aspect of the setting's provision is invited to discuss it, informally, with the manager.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent should put the concerns or complaint in writing to the manager and to a representative of the governance panel who will make an investigation.
- The contact details for the governance panel representative are:

Mrs J Palmart, The Church Office, The Church Centre, Causeway, RH12 1HE, Tel. 01403 253762

- When the investigation is completed, the manager and governance panel representative will meet with the parent to discuss the outcome.
- Parents will be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points will be logged in the Complaints Summary Record.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, an external mediator will be invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.
- When the mediator has concluded her/his investigations, a final meeting between the parent, the manager and the representative of the governance panel will be held. The mediator's advice will be used to reach a decision on the action to be taken.
- A record of this meeting, including the decision on the action to be taken, will be made and signed by all parties. This will signify that the procedure has concluded.
- The summative points will be logged in the Complaints Summary Record.

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

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

- The number to call Ofsted with regard to a complaint is:

0300 123 4666

- These details are displayed on our setting's notice board.
- If a child appears to be at risk, our setting will follow the procedures of the Local Safeguarding Children Board in our local authority.
- In these cases, both the parent and setting are informed and the manager will work with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

Parental involvement

(Last updated June 2024)

Policy statement

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

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents by providing parenting courses and by building links with other organisations who could give them support in their parental role.

In carrying out the following procedures, we will ensure all parents are included.

Procedures

It is the role of the key person to work with their key children's families to ensure that each parent is involved in the child's life and development in the setting, including fathers or parents who work or live apart from their children.

- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- We encourage and support parents to play an active part in the governance and management of the setting by appointing parent representatives to our governance panel and inviting parents to contact the representatives with any opinions or ideas. We also send parents copies of revised policies to invite them to give input on the policies before they are agreed.
- We encourage parents to give feedback throughout the year but also invite them to complete an annual questionnaire to help us know their views.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's learning journals.

We encourage parents to contribute their own skills, knowledge and interests to the activities of the setting, e.g. parents with English as additional language share their knowledge of their first language and culture with the children in the setting.

- We inform parents about relevant conferences, workshops and training.
- Wherever possible, we offer alternatives to ensure parents can attend visits and parent consultation meetings.
- We invite parents to help us in the setting, once their children are settled, and welcome them regardless of skills.
- We hold meetings in venues that are accessible and appropriate for all.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home, through consultations with staff, workshops at the consultation evenings, our open afternoon and through written information. We also pass on information about relevant courses.

Respect and concern for others

We expect parents and carers to show respect and concern for others by

- supporting the respectful ethos of our pre-school by setting a good example in their own speech and behaviour towards all members of the pre-school community including staff, volunteers, governance panel members and other parents and children.
- maintaining positive lines of communication and working together with staff for the benefit of children.
- resolving issues of concern or clarifying specific events with staff whilst they are in the setting and being mindful that whilst staff and volunteers wish to maintain a positive relationship they may be unable to discuss issues when away from the setting.
- making an appointment to discuss a sensitive issue rather than discuss it in front of the children
- not smoking in the vicinity of the pre-school
- correcting their own child's behaviour in the vicinity of the pre-school where it could otherwise lead to conflict, aggressive or unsafe behaviour
- respecting the pre-school environment.
- following the parking guide lines and being responsible for their own children and mindful of others when parking.

In order to support a peaceful and safe pre-school environment, St. Mary's Pre-School cannot tolerate

- use of disruptive behaviour which interferes with the operation of the pre-school
- use of loud and/or offensive language or displaying temper
- threatening harm or the use of physical aggression towards staff or other families
- abusive or threatening emails, phone or social network messages
- slanderous comments about incidents or alleged incidents relating to the pre-school, the staff or other families
- consumption of alcohol or other addictive substances on the premises or accessing the preschool site whilst intoxicated

The above behaviours will be reported to the Police or appropriate authorities and having consulted the governance panel could result in prohibiting an offending adult and, as a last resort, their family from entering the premises on a permanent basis.

Uncollected child

(Last updated February 2024)

Policy statement

In the event that a child is not collected by an authorised adult at the end of a session/day, the setting puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedure

- Parents of children starting at the setting are asked to provide the following specific information.
- Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
- Place of work, address and telephone number (if applicable).
- Mobile telephone number (if applicable).

- Names and telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent, and who can be contacted in an emergency.
- Who has parental responsibility for the child.
- We expect parents to provide us with information about any person who does not have legal access to the child.

On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.

- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details of the name and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
- Parents are informed that, if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.
- We inform parents that we will have to contact the local authority children’s social services care team in the event that their children are not collected from the setting by an authorised adult within thirty minutes after the setting has closed and the staff can no longer supervise the child on our premises.
- If a child is not collected at the end of the session/day, we follow the following procedures:
 - The parents’ book is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work.
 - If this is unsuccessful, the emergency contacts are phoned.
 - All reasonable attempts are made to contact the parents or nominated carers.
 - The child does not leave the premises with anyone except those authorised as above.
 - If no-one collects the child and there is no-one who can be contacted to collect the child, at the supervisor’s discretion, we will apply the procedures below from 15 minutes after the usual collection time.
- We contact our local authority children’s social services care team:

01403 229900	(telephone number)
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- The child stays at the setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.

- Social Care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances do staff go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.
- A charge will be made for any additional time a child remains at the setting after the end of a session. £10 will be charged from the 10th minute that you are late and £1 per minute after that.

Ofsted may be informed:

0300 123 1231

(telephone number)

Admissions

(Last updated June 2024)

Policy Statement

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures. The waiting list is operated on a first-come, first-served basis.

Procedures

- These procedures apply to all children who apply on or after the date this policy is adopted.
- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- We ensure that information about our setting is accessible, in written and spoken form. We will seek to obtain translated written materials or access to an interpreter where the needs of families suggest this is required.
- We arrange our waiting list on a first-come, first served basis within age cohorts. Cohorts are based on the academic year, 1st September – 31st August.
- Parents of children to whom we are unable to offer a place initially, will be kept informed of their child's position on our waiting list.
- If a child leaves the pre-school during the academic year, their place will be offered to the next person on the waiting list.

- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.

Key:

- cohort a – children who will become 4 during the academic year
- cohort b – children who will become 3 during the academic year
- cohort c – children who will become 2 during the academic year (exceptional circumstances only)

Cohorts are based on the academic year, 1st September – 31st August

Session Allocation

On a first-come, first-served basis, within age cohorts:

Offer 5 sessions to existing cohort A (usually at least 2 of these would be afternoon sessions and at least one a forest school session)

Offer 3 morning sessions to existing cohort B

Offer 5 sessions to new cohort A (usually at least 2 of these would be afternoon sessions and at least one a forest school session, can reserve max 1 session to start in January)

Offer 3 morning sessions to new cohort B (can reserve max 2 sessions to start in January)

Offer extra sessions to existing cohort A, one at a time to max 9

Offer extra morning sessions to existing cohort B, one at a time to max 5*

Offer extra sessions to new cohort A, one at a time to max 9

Offer extra morning sessions to new cohort B, one at a time to max 5*

An additional afternoon forest school session in the summer term only may be available to cohort B

If spaces still available in September, offer 2 sessions to cohort C (can reserve max 2 sessions to start in January)

No sessions can be reserved beyond January except for Summer Term forest school sessions for cohort B

*Once the children are settled, at the discretion of the managers and in discussion with the parents or carers (as to the readiness of the children to manage the more structured sessions and focussed activities), offer any remaining afternoon sessions, one at a time, to cohort B

Lunch clubs

Lunch clubs are offered as follows:

Offer lunch clubs to children in cohort A who attend all day

Offer lunch clubs to children in cohort A who attend the morning or afternoon session

Offer lunch clubs to children in cohort B once they turn 3

Offer any remaining lunch clubs to children in cohort B who are not yet 3, if staff ratios allow and at the discretion of the managers

Constraints

The allocation above will be limited by the following:

- We can have a maximum of 10 two year olds in a morning session and we would want 2 of these to be turning 3 early in the term
- We operate with 22-24 places per morning session, 16-18 places per afternoon session and 8-10 places in Forest School which will usually run two mornings and one full day each week, with an extra afternoon for cohort B in the Summer term.
- Forest school sessions can only be offered to children who are aged 3 or above
- Except at the discretion of the managers, children will not be offered fewer than two sessions as we believe that they need to attend twice a week in order to become settled at the pre-school.
- Places are offered during the spring term for the following academic year. If a place is not taken up or a child is withdrawn from pre-school, they would join the bottom of the waiting list if their application is reinstated.
- We only offer places to children who are of school age in exceptional circumstances, after a trial period, to avoid any adverse effect this may have on the other children.
- We accept the standard 15-hours free-entitlement funding for all 3 years olds.
- We accept 30-hour funding for any extra sessions our 3 year olds have
- We accept 2 year funding for children who are entitled to the funding because their parents already receive some level of government support
- We can only accept other 2 year funding if it matches our charges for the session

Administering medicines

(Last updated February 2024)

Policy statement

While 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.

In many cases, it is possible for children's GP's to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. If a child has not had a medication before, it is advised that the parent keeps the child at home for the first 48 hours to ensure no adverse effect as well as to give time for the medication to take effect.

The key person is responsible for the correct administration of medication to children for whom they are the key person. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the supervisor is responsible for the overseeing of administering medication. Another member of staff must witness to ensure the correct amount of medication is given at the correct time.

Parents and carers are responsible for handing over medication to the key person or supervisor.

No medication is stored in the children's bags.

Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- Medication must be handed over to the key person or supervisor on the child's arrival at the setting and the relevant forms completed; medication must not be left in the children's bags.
- Only prescribed medication is administered. It must be in-date and prescribed for the current condition.
- The only exception to this is when a child has an allergic reaction for which we can administer anti-histamine, if we have the relevant consent forms, while we wait for an ambulance or the parents to arrive.
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.
- Parents give prior written permission for the administration of medication. The member of staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
 - full name of child and date of birth;
 - name of medication and strength;
 - who prescribed it;
 - dosage to be given in the setting;
 - how the medication should be stored and expiry date;
 - any possible side effects that may be expected should be noted; and
 - signature, printed name of parent and date.
- The medication record form records:
 - Name of child;
 - name and strength of medication;

- the date and time of dose;
- dose given and method; and is
- signed by key person/supervisor; and is verified by parent signature on collection.
- one copy is given to the parents and a second kept by the pre-school
- If the medication does not need to be administered during the time the child is at pre-school, parents/carers must still complete a form in case of a later reaction or to inform ambulance services etc. for any reason.
- If the administration of prescribed medication requires medical knowledge, training is provided for the relevant members of staff by a health professional.
- If rectal diazepam is given another member of staff must be present and co-signs the record form.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell staff what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

Storage of medicines

- All medication is stored safely in a secure box out of reach or refrigerated. In the refrigerator they are kept in a marked plastic box. The key person/supervisor is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the setting in a secure container. Key persons check use-by dates and return any out-of-date medication back to the parent.
- Staff medication is stored securely as for children's medication above.

Children who have long term medical conditions and who may require on ongoing medication

- The key person/supervisor is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the setting in a secure container. Key persons check use-by dates and return any out-of-date medication back to the parent.

- A risk assessment is carried out for each child with long term medical conditions that require ongoing medication. This is the responsibility of the manager alongside the key person with input from parents and medical or social care personnel.
- For some medical conditions key staff will need to have training in a basic understanding of the condition as well as how the medication is to be administered correctly.
- The risk assessment includes vigorous activities and any other pre-school activity that may give cause for concern regarding an individual child's health needs.
- The risk assessment includes arrangements for taking medicines on outings and the child's GP's advice is sought if necessary where there are concerns.
- If medication is involved or instructions are more than can be held on our 'what you need to know about me' board then a health care plan for the child will be drawn up with the parent; outlining the key person's role and what information must be shared with other staff who care for the child.
- The health care plan should include the measures to be taken in an emergency.
- The health care plan is reviewed every six months or more often if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- Parents receive a copy of the health care plan and each contributor, including the parent, signs it.

Managing medicines on trips and outings

- If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.
- Medication for a child is taken in the 'outings rucksack' clearly labelled with the child's name, name of the medication, copy of the consent form and a form to record when it has been given, with the details as given above.
- The parent signs the record form on collection.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form signed by the parent.

This procedure is read alongside the outings procedure.

