



POLICY DOCUMENT

Updated January 2021

WELCOME TO BARKHAM PRE- SCHOOL

USEFUL INFORMATION

BARKHAM VILLAGE HALL	Church Lane, Barkham, Wokingham, RG40 4PL	0118-9760750 term time only 07493010077
SUPERVISOR	Sarah Horsgood	
CHAIRPERSON	Katy Dornan	

See our website

www.barkhampreschool.net

email us on

preschoolbarkham@gmail.com

SESSIONS

TUESDAY	9.00am – 12pm or 9am- 12.45pm or 9am – 2pm
WEDNESDAY	9.00am – 12pm or 9am- 12.45pm or 9am – 2pm

THURSDAY	9.00am – 12pm or 9am- 12.45pm or 9am – 2pm
FRIDAY	9.00am – 12pm or 9am- 12.45pm or 9am – 2pm

The fees from April 2020 are per morning session until 12pm is £18, a morning session until 12.45pm is £22.50, additional afternoon is £12 based on £6 per hour.

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1 Safeguarding Statement

Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our Safeguarding Policy is based on the three key commitments of the Pre-school Learning Alliance Safeguarding Children Policy.

We are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of our service delivery. We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG 2006). We are committed to promoting awareness of child abuse issues throughout our training and learning programs for adults. We are also committed to empowering young children, through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

2 Introduction to Barkham Pre-School

Welcome from the parents' committee and staff of Barkham Pre-School. We hope the time you spend with us will prove to be a happy, fun and stimulating experience. Our members of staff are committed to safeguarding and promoting the welfare of children as well as developing children to their full potential.

The Pre-School has been established since 1971 and provides facilities from 2 years 6 months - 5 year olds. Barkham Pre-School is a registered charity; number 1026028. We are situated in Barkham Village Hall, a peaceful setting next to open fields and Barkham Church. The Village Hall gives us the flexibility of both small and large halls, with a fenced-off patio outside & also a garden area with a much loved mud kitchen.

We are registered with Wokingham Borough Council and are inspected by OFSTED Inspectors. Parents are welcome to talk to the inspectors when they visit & to send off a questionnaire, available on the OFSTED website. A copy of the report is available for parents to see, which is also available on the OFSTED website & via a link from our website. Copies of our certificate of registration & insurance are displayed on our notice board. We are eligible to take children for free entitlement funding from the term following their third birthday, subject to Wokingham Borough Council notification. We are also registered to take funded 2 year olds by agreement with Wokingham Borough Council.

We offer a happy and caring environment for the children. Our aims are to provide learning experiences through a wide variety of activities and play & to work in partnership with parents to help each child make a happy transition from home to Pre-school and on to School.

If you, as a parent, have an interest/hobby or community-based job, which you would be prepared to share with the children, please contact the Supervisor to arrange a visit or demonstration. We want the Pre-School to be a happy and rewarding experience for children and their parents. Involvement is the key!

3 Staff

We provide a high staffing ratio to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Each member of staff has to agree to a DBS check and to sign a statement of suitability. Disclosures are handled in accordance with the DBS- Disclosure & Barring service. We follow guidance for Safer Recruitment. Staff & volunteers who have not had a DBS check will not be left alone with the children nor allowed to accompany a child to the toilet, except for his or her own child.

We have an excellent team of caring and committed staff, who promote a happy and caring atmosphere. We have five main members of staff - a Supervisor, Deputy Supervisor, and three Practitioners, and a few more whom provide cover for sickness & training courses, and extra support when necessary. In addition to this we have a parent helper rota to enable parents to volunteer & see for themselves what their children get up to each day.

As a member of the Pre-School Learning Alliance (P.L.A), it is our aim to have fully trained staff. The staff also attend training sessions as well as foundation courses & briefings run by Wokingham Borough Council & other outside agencies.

Please see below an outline of our staff team and their main qualifications.

<p>Sarah Horsgood Supervisor, Designated Safeguard Lead Named First Aider Support Keyworker</p>	<p>Cache level 3 in childcare Universal safeguarding. Designated Safeguard Lead Paediatric first aid</p>
<p>Helen Pitcher Deputy Supervisor Lead Language Practitioner Behavior coordinator Keyworker First Aider</p>	<p>BEd Primary and QTS Universal Safeguarding Paediatric first aid</p>
<p>Louise Lyons Early Years Practitioner SENCO Deputy Safeguard Lead First Aider Keyworker</p>	<p>Cache Level 3 in childcare Universal Safeguarding Designated Safeguard Lead Paediatric First Aid training SENCO induction training</p>
<p>Nicole Bornman-Hill Early Years Practitioner Deputy SENCO First Aider Keyworker</p>	<p>PGCE and QTS Universal Safeguarding Paediatric First Aid training</p>
<p>Hannah Kirk Early Years Practitioner Keyworker</p>	<p>Cache level 3 in childcare Universal safeguarding Paediatric First Aid training</p>
<p>Katie Murphy Early Years Support Bank staff</p>	<p>NNEB Paediatric First Aid training SENDCO induction Universal safeguarding training</p>

Student Placements

This Pre-School recognises that qualifications and training make an important contribution to the quality of the care and education provided by pre-school settings. As part of our commitment to quality, we offer placements to students undertaking early years' qualifications and training and for students undertaking work experience through school programs.

Any information gained by the students about the children's families or other adults in the Pre-School will remain confidential. Unless registered as fit persons, students will not have unsupervised access to the children.

4 Registrations

The Pre-School is registered with Wokingham Borough Council and is inspected regularly by OFSTED Inspectors, in accordance with the Children's Act 1989. The Pre-School runs with a maximum of 24 places per session. The staffing ratio of adults to children will be a minimum of 1:4 for 2 year olds & 1:8 for 3-5 year olds. There will be at least two members of staff present at all times.

The OFSTED Inspectors are able to offer advice and support to ensure standards are maintained. The OFSTED help line number is 0300-123 1231 and they can also be contacted via the website www.ofsted.gov.uk. The certificate of registration is displayed at the Pre-School. Complaints concerning OFSTED can be made by phoning 0300-123 1231

5 The Pre-School Committee

Barkham Pre-School is a community group run by a committee of parents. Parental involvement is essential to the smooth running of the Pre-School. The committee is elected annually at the AGM in July. The main committee posts are: Chair, Treasurer, Secretary, Safeguarding member & general committee posts.

We welcome all offers of help, so please join the committee as a general member and give the Pre-School the benefit of your experience. The financial arrangements of the Pre-School are the responsibility of the committee. The committee employs the staff, who are in turn responsible for all the children in their care and the day to day activities. Fund-raising, publicity and social events are also organised by the committee.

We want your time at the Pre-School to be a happy and rewarding experience for children and parents alike. Involvement is the key! The Committee also arrange social occasions outside of Pre-School such as

nights out, coffee get-togethers & play dates at local parks, all of our families are always welcome to join in depending on their outside commitments.

The committee has also set up a closed Facebook page, which all parents are invited to join to share information. All Pre-School information is also shared by email or hard copies so don't worry about being missed off a circulation list. Only current Pre-School families are accepted on the closed page so no need to worry about 'strangers' getting access and 'old' families are removed on a regular basis to keep it up to date.

Fund-raising

To boost our funds and enable us to replace and update our equipment and toys, we hold several fund-raising activities throughout the year.

These may include sponsored events, market stalls, raffles, quiz nights, cake sales, Easter and Christmas events. These are all fun occasions and we need your support if they are to succeed. We are also keen to hear of any ideas you may have for future fund-raising events.

6 Organisation of activities & resources

We believe that high quality care and education is promoted by providing children with safe, clean, attractive, age and stage appropriate resources, toys and equipment.

Our aim is to provide children with resources and equipment, which help to consolidate and extend their knowledge, skills, interests and aptitudes.

We provide play equipment and resources, which are safe and, where applicable, conform to the BSEN safety standards or Toys (Safety) Regulation (1995). We provide a sufficient quantity of equipment and resources for the number of children.

We provide play equipment and resources, which promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children. We provide made, natural and recycled materials, which are clean, in good condition and safe for the children to use. We display resources so children can independently choose and select them.

We check all resources and equipment regularly as they are set out at the beginning of each session and put away at the end of each session. We repair and clean, or replace any unsafe, worn out, dirty or damaged equipment. A risk assessment is conducted annually.

We use the local library and toy library to introduce new books and a variety of resources to support children's interests and we plan the provision of activities and appropriate resources so that a balance of

familiar equipment and resources and new exciting challenges is offered.

The children shall be greeted at the front door and supported into the setting by the Supervisor or Deputy. The children will be encouraged to wash their hands before coming in to where they hang their coats & store their lunch boxes. The children are then encouraged to find their colour group, which is their keyworker group. They are encouraged to self-register with their keyworker, who has activities laid out for them to choose from. The children are free to choose resources & activities. Once all children are in we discuss in small groups any show and tell items children have brought in to encourage speech and language and listening skills.

We discuss with the children where they are going to play today so they can plan their own learning and play time. The children are then free for self directed learning in the small hall, large hall and the outside area.

The halls are set up with equipment and toys, which are rotated to vary the activities. These include, amongst many others: -

- Book library
- Physical activities including a climbing frame, slide, see-saw, tunnel & balance beams
- Water, sand play, painting
- Home corner & themed role play area
- Play dough
- Puzzles, games
- Small world toys including cars, trains, dolls' house, castle, farm & fort
- Block play
- Mark making area
- Modeling area
- Math's area
- Snack table

7 Curriculum

Activities and items are laid out during each session that are linked to the children's next steps and interests, which have been gained from observations. Daily group times provide adult led activities linked to the children's next steps and areas of the EYFS. We allow children to lead their own play. We model, question, wonder, engage and extend their

play to enable their learning to grow. In this way the children's learning is constantly reinforced and built upon. There is a newsletter, which is sent out at the end of each week, outlining what we have been learning about together this week. It also outlines the theme/topic for the next week. This enables the children to bring in relevant things for 'circle time'.

At Barkham Pre-School we organise our curriculum in accordance with the requirements of the Early Years Statutory Framework so that activities are planned for all the children's needs based on observations and their interests. The foundation stage is divided into the following Early Learning areas. For 2 year olds this focuses on the Prime areas of Personal, Social & Emotional development, Communication & language & Physical development and extends to include the Specific areas of Literacy, Maths, Understanding the World & Creative development from 3 years old.

Personal, Social and Emotional Development-PSE

The children are encouraged to become independent, confident, to share and to co-operate. They are taught the ground rules so they can differentiate between right and wrong. They are given the opportunity to work and concentrate as individuals and within a group. This is encouraged through activities such as home corner, dressing-up and role-play.

Communication & language-CL

The children are given lots of opportunities to develop their language skills both individually & during group times. Nursery rhymes, music and poems help develop their communication skills. Sounds & letters activities are planned to give further opportunities to develop their communication & language skills.

Children are encouraged to listen and use language, extend their vocabulary, speak clearly and explore meanings of words and to use their imagination through role-play & small world play experiences.

Physical Development-PD

PD is an important area of our curriculum, helping to establish a positive attitude towards a healthy and active way of life. Activities are organized to encourage co-ordination, fine and gross manipulative skills and spatial awareness. We have equipment such as a climbing frame, balancing beams and balls to develop skills. The children learn to move with confidence, imagination and control, recognizing the changes that happen to their bodies when they are active.

They are also offered opportunities to develop their self-care, hygiene routines & dressing skills.

Literacy-Lit

Books form a central part of our literacy activities. The children are encouraged to enjoy, respect and handle the wide range of books in the book corner. We also use books from the library to enhance the collection we offer.

Pre-reading and pre-writing skills are introduced, developing both gross & fine motor skills together with name recognition by having a letter focus each week to develop letter recognition using phonics systems. Pronunciation videos are shared with the parents so that we all model the correct language. There is free access to pencils, paper, a drawing & craft area.

Maths

Activities are introduced to provide a foundation for numeracy. Mathematical language, such as more, less, greater, smaller, heavier, lighter is incorporated. This enables a child to sort; sequence, match, compare and order using everyday objects, as well as helping them count objects up to 10. Practical activities help children to understand and record operations, while they are introduced to numbers using calculators and children's lap top computers & tablets. The children also use practical activities to solve problems and investigate shape, form and space in two and three dimensions.

Understanding the World-UW

Children talk about their lives, their environment, their families and past and present events in their lives. We work towards an Equal Opportunities Policy introducing the children to different cultures, races, religions, disabilities and social backgrounds. We invite visitors to talk about their way of life. Outside play can be used to help children observe things in the natural world and look closely at growth, similarities, differences, patterns and changes.

Expressive art & design-EAD

Craft is just one major activity to encourage free expression using a variety of tools, materials and instruments. Our large range of activities and materials allow your child to explore and use their imagination. By using the painting easel, craft table, scissors, play dough etc, children can explore colour & texture.

During the sessions we also offer opportunities to cook in its widest sense focusing on skills such as chopping, spreading, mixing & weighing.

We also offer opportunities to work in small groups during adult led activities, which focus on observations we have made & agreed with parents for interim targets & next steps.

We aim for a staff to child ratio of 1:6, whilst maintaining 1:4 for 2 year olds, which enables us to work closely with your child and allow them to develop individually. We keep up to date records & Learning Journeys, which parents can see and discuss at any time. We encourage your child to work and progress at their own pace and we work together with parents to prepare the child for a successful transition into school.

8 Recording Progress

Activities at Barkham Pre-School are based on the Early Years Foundation Stage curriculum, focusing on the above Prime & Specific areas of learning. Each child has a designated key worker, a member of staff who monitors them and records their likes, dislikes, general progress and areas for development including major milestones. These records are for your benefit, to help you build up a picture of your child's progress at the Pre-School. Key worker records are always available for you to view and have an input. We use anecdotal & narrative observations as well as drawings & photographic evidence- permissions depending. All observations are uploaded to Tapestry and are always accessible to parents. We ask for parents to also upload photos from home of things their children have enjoyed for us to share in session for our 'Tapestry Tuesday's'.

9 Special Educational Needs & Disability Policy-SEND

We provide an environment in which all children are supported to reach their full potential.

We are able to supply parents with information on how to meet the needs of a child with difficulties. Barkham Pre-School works to meet the needs of all children providing equality of opportunity. At present, Louise Lyons is our Special Educational Needs Co-ordinator (SENCO) and her deputy is Nicole Bornman-Hill. The Special Educational Needs Code of Practice enables the Pre-School to provide a framework for developing a strong partnership between the child's key worker, parents and appropriate outside agencies while at the same time placing the rights of the child at the heart of the process.

We identify the specific needs of children with SEND and meet those

needs through a range of strategies. We monitor and review our practice and provision and, if necessary, make adjustments.

We provide in-service training for practitioners. We raise awareness of any specialism the setting has to offer, e.g. explaining speech & language concerns that we have helped with such as selective mutism.

Every child is offered two pre-entry visits to the Pre-School to assist them settling in (see Admissions Policy). This provides an opportunity for parental concerns to be discussed and future provision for the child's educational needs to be planned. The staff will be informed and where necessary trained, to adapt their skills to best address your child's needs within the happy and stimulating environment of the Pre-School.

We have also published our Local Offer on the Wokingham Information Network website to publicize our offer to parents, which is reviewed annually in March.

This policy has been adopted by Barkham Pre-School.

This policy was last reviewed in January 2021 by the Barkham Pre- School Parents' Committee.

This policy is due for review in January 2022.

Signed by Sarah Horsgood and Katy Dornan

As Supervisor & Chair, on behalf of Barkham Pre-School Parents' Committee.

10 Fees, Sessions & Parent's rota

The fees are per morning session until 12pm - £18, a morning session until 12.45pm - £22.50 and additional afternoon sessions - £12. These fees are based on £6 per hour.

for children who are making payments.

From the term following a child's third birthday they then qualify for free entitlement funding, with qualification being 3rd birthday's that fall before 31st August qualifying from the Autumn term; before 31st December from the Spring term & before 31st March for the Summer term in any school year.

Some 2 year olds may qualify for funding & the Supervisor will be happy to provide a link to the Wokingham Early years online hub to complete for approval by Wokingham Borough or provide a hard copy as required.

Fees are calculated per session and you will be billed at the start of each half term, with payment due within 2 weeks. All fees & confirmation slips should be handed to the Supervisor. If there are any difficulties in making payments, please speak to either the Treasurer or Supervisor, flexible arrangements can be made as necessary.

We also accept childcare voucher schemes run on behalf of various employers. However, for new registrations, the Government have set up the tax free childcare scheme. We have registered for this & are currently awaiting our paperwork. Parents can register via the .gov website. For more details please see the Supervisor.

We operate on a tight budget and are obliged to charge the usual fee if your child is absent for any reason. We hope you understand our policy, as our basic costs remain the same, regardless of the number of children attending a session.

If you wish to change, add or reduce the number of sessions, there is a Change of Session form, which should be completed and signed by the parent. Places will be allocated according to our Admissions policy.

Please Note

A half term's written notice of a child leaving the group is required; otherwise a half term's fee will be forfeit, with the exception of children in receipt of free entitlement funding. People moving house at short notice will not be penalised. Questions concerning the application of this penalty will be referred to the committee for arbitration. A Notification of Leaving form should be requested, completed, signed by the parent & returned to the Supervisor.

Session Structure

The Pre-School holds four morning sessions a week, from either 9am – 12pm or 9am – 12.45pm, and four afternoons per week – until 2pm, offering a total of 20 hours. Parents are given the opportunity to access the 15 hour free entitlement funding hours as they wish across the week. We have extended our hours in light of the 30 hour funding now in place, and shall review our opening hours termly to see if it is financially viable.

As we share the hall with other users, extending our hours is subject to availability of the hall.

The children have access to any given activity they choose with activities planned by the key workers to meet the children's needs, interests and next steps.

The children are given free access to a drink & healthy snack during the main session time. At 12 pm the children will have their packed lunch, as provided by their parents. In line with the local primary schools' guidelines we ask parents not to put sweets, chocolate or fizzy drinks in their child's packed lunch and that **nut products and pineapple products or other foods containing them are NOT to be included due to life threatening allergy requirements within the setting.** We also ask for small items of food to be cut in quarters lengthways to help prevent choking.

The Pre-school regards snack and meal times as an important part of the Pre-school session. Eating represents a social time for children and adults and helps children to learn about healthy eating. We aim to provide nutritious food for snack times, which meets the children's individual dietary needs. We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.

We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the session.

If your child has any allergies please notify the Supervisor & include the details on the admissions form.

Below is an example of how the morning sessions are structured.

09.00	<p>Children arrive, the register is taken as the children arrive. They hang up coats & store their lunch boxes & then make their way to wash their hands and self register.</p> <p>The children are free to choose resources & activities in either the small or big hall. These activities are planned on the children's next steps and interests where possible. It could also be physical activities such as musical movement, games, acting, playing musical instruments and group singing.</p>
9.30am	<p>Mat time – once all children have arrived at pre-school we have our morning mat time. The children are called to the mat in the large hall using our “if you're here at Barkham pre-school” song. Once everyone is sat down a member of staff takes the register using the children's self registration board. All children are encouraged to say good morning or give a little wave to acknowledge they are here. We then run through our pre-school rules of sharing, caring and staying safe as well as walking feet inside and inside quiet voices.</p> <p>The children are then free to choose to play in either hall or outside in the garden.</p>
11.30/35	Tidy up time followed by song time.
11.45/50	<p>Group time – the children split off into their small coloured keyworker group and take part in a short adult led activity which is planned using the children's individual next steps and interests. Each week we focus on next steps from a different area of the EYFS.</p>

12.00	Home time for morning session children. All other children wash hands for lunch. The children sit around a table with a member of staff and eat their packed lunch. The staff engage with the children and talk about things of interest to the children, encouraging them to take turns at speaking & listening to the other children.
12.30	As the children finish their lunch, they are encouraged to put on their coats for a short time outside in the garden whilst the lunch tables are cleaned away.
12.45	Parents arrive. Children collect their coats, lunch bags, letters & artwork from their pegs. Children are signed out & taken home.
12.45	Once morning children have left, the children are free to choose an activity from the large hall or they can remain outside to play.
1.30	Tidy up time/ Story time/ Children to put on coats and bags. If weather is nice the lunch box table is brought outside for parents to collect lunch boxes from. If weather is wet the children collect their own lunch boxes from inside.
1.50-2pm	Parents arrive, staff check to see if the children have been signed out to a different person for collection. Discuss events with Supervisor/ Keyworkers, accident forms signed discussed and signed by parents. Children are called one by one to the front door, children remove their name from the pre-school side of the registration board as they leave.

Parents Rota

Barkham Pre-School runs a Parents' Rota, which most mums and dads find a rewarding experience. It is also a good opportunity to see how your child has settled in, interacts with the other children in the Pre- School environment, review your child's Learning Journey & discuss achievements & next steps with your child's keyworker.

Parents and Carers are encouraged to help two or three times each half term, from 9:00am- 12:45pm. The Pre-School appreciates this extra support during each session.

If a younger child is brought into the session the parent/carer has sole responsibility for their child. Only staff should take children to the toilet, except in the case of your own child, please ask staff to check and see if the toilet area is free for you to use before entering. If you are unable to take your place on the rota and cannot find someone to swap with, please see the rota organizer.

Please ask staff for guidance when setting out equipment.

09:00	Please arrive as near to this time as possible. Help set up large hall (see next page). & set up snacks for children & staff.
09.30	Help with various activities in large hall - painting, home corner, puzzles, games (see next page) or supervise the children with snack time, ensuring they have washed their hands, helping them to clear up any spills & cleaning the snack area to maintain the hygiene.
11:30	Help to tidy up equipment/toys
11:40	Wash up snack cups, paintbrushes, glue sticks etc.
12:00	Join your child as they eat lunch.

Help is needed to set out equipment before the session begins. This may include:

- Setting out the home corner
- Putting the dressing up clothes on the rail
- Setting up the water/sand trays
- Setting up the trains, farm and garage
- Putting up the climbing frame, slide.

During the session help may be needed in:

- Telling a story
- Sitting at construction and play dough tables and talking to the children
- Helping the children to dress up
- Supervising the painting.
- Supervising snack time.

Regular newsletters are sent to all parents giving useful information about Pre-School such as forthcoming dates, events, changes in policy or any other matters concerning the Pre-School.

Information about parents' rotas & weekly events are usually put up on the notice board in the lobby & small hall. It is to your advantage to read the board!

11 Policy Statement

At Barkham Pre-School, we provide a safe, secure environment to allow our children freedom to explore and develop through play in the first stage of education. We provide activities and learning opportunities that promote our children's growth and development in all aspects of their lives.

Equal opportunities & Diversity- (please see main policy in the appendix.)

We believe that all our children should be valued equally and treated as individuals and we try to provide opportunities for each child to explore their identity and to build on their self-esteem. Our Pre-School is committed to providing equality of opportunity and anti-discriminatory practice for all children and families.

We promote positive images of people of both sexes and all ethnic groups, with or without disabilities. We encourage every family to become involved with the running of the Pre-school.

We provide a secure environment in which all our children can flourish and in which all contributions are valued. We include and value the contribution of all families to our understanding of equality and diversity. We provide positive non-stereotyping information about different ethnic groups and people with disabilities. We improve our knowledge and understanding of issues of equality and diversity; and make inclusion a thread, which runs through all of the activities of the Pre-School.

We believe that play is very important and provide play activities and equipment, which will give all our children equal opportunities and reflect the multi-cultural nature of our society wherever possible.

The curriculum offered in the Pre-school encourages children to develop positive attitudes to people who are different from them. It encourages children to empathize with others and to begin to develop the skills of critical thinking.

12 Behaviour Management

Our Pre-school believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else. Helen Pitcher acts as our behaviour coordinator.

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

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

We use positive methods of guidance such as praise and reward, distraction, discussion, encouragement of sharing and negotiation. We always try to anticipate and remove potential difficulties. We aim to help our children to develop self-discipline and respect for others and we take an approach that aims to develop the children's sense of right and wrong. We discourage discriminating behaviour and remarks. We encourage the use of 'Conflict resolution' for the children to be able to deal independently with their relationships.

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

It is important that the Pre-School staff are kept informed of any changes within the family, however trivial they may seem, as this will enable them to fully understand your child.

If the Supervisor considers that attendance at Pre-School may not be in the best interests of the other children in the group, the Supervisor will initially discuss this with the parent or carer and our Early Years Advisor. If, after consideration, the problems are not resolved, the Pre-School reserves the right to ask that the child be withdrawn from the group.

In cases of serious misbehaviour, such as racial or other abuse and bullying, the unacceptability of the behaviour and attitudes will be made clear immediately by means of explanations.

Physical restraint (such as holding) will ONLY be used to prevent physical injury to the children or adults and/or serious damage to property. Any significant event of this sort will be recorded and the parents informed the same day. Any incident involving a child or group of children will be documented in the incident book.

Anti-bullying

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously, realizing that we have a duty of care both to the victim & the aggressor.

If a child bullies another child or children:

We intervene to stop the child harming the other child or children. We explain to the child doing the bullying why their behaviour is inappropriate. We give reassurance to the child or children who have been bullied. We help the child who has done the bullying to realise the consequences of their actions. We make sure that children who bully receive praise when they display acceptable behaviour. We do not label children who bully. When children bully, we discuss what has happened with their parents and work out a plan for dealing with the child's unwanted behaviour.

When children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

This policy has been adopted by Barkham Pre-School.

This policy was last reviewed in January 2021 by the Barkham Pre- School Parents' Committee.

This policy is due for review in January 2022.

Signed by: Sarah Horsgood and Katy Dornan

As Supervisor & Chair, on behalf of Barkham Pre-School Parents' Committee.

13 Admissions Policy

Barkham Pre-School accept children from 2 years 6 months old, depending when in the term their birthday falls & availability of places whilst maintaining appropriate ratios. If their potential start date falls at the end of a term, we would arrange visits for that term but delay their start until the beginning of the following term to ease their settling.

All children ideally start with 2 sessions a week. This can be increased to 3 or 4 as required, depending upon the age of the child and spaces available in the Pre-School. Places will be allocated in the following order of priority:

- Children due to start school the following September
- New children starting
- Other 3 year olds
- Existing 2 year olds

All places are allocated at the discretion of the Supervisor.

A half terms' written notice of leaving the group is required, otherwise a half terms' fee will be forfeit, with the exception of those children entitled to free entitlement funding. People moving at short notice will not be

penalized. Questions concerning the application of this penalty will be referred to the committee for deliberation.

All children are offered 2 pre-entry visits to the Pre-School, to assist them in settling in. Dates of visits are to be agreed between the Supervisor and the parent/carer.

When a child starts to attend the Pre-School, we work with his/her parents to decide on the best way to help the child to settle into our Pre-school.

We allocate a key worker to each child before they attend; the Supervisor will introduce the family to their keyworker at their first visit and the keyworker will begin to get to know the family.

We use pre-entry visits and the first session to explain and complete the child's admission records & permissions granted by parents. Within the first four weeks of starting we discuss and work with the child's parents to create your child's Learning Journey.

14 Health & Safety

The health, safety and welfare of everyone in the group are paramount at all times and everyone in the group has responsibility in this area.

Pre-School staff have a responsibility to record any concerns they may have regarding a child's welfare.

A child must not attend the group if they have an infectious disease and the recommended exclusion period should be enforced, some of our exclusion periods may be longer than those recommended due to any attendance at Pre-School of children & staff with immune compromised illnesses.

Where possible the Pre-School should be informed as to why a child is away, as some infectious diseases need to be reported to the Health Protection Agency. Parents are kept informed of any illnesses in circulation so that they may keep an eye out for signs of illness in their children and keep them away from Pre-School as necessary to help prevent further spread. The Supervisor/ key worker of a vulnerable child will inform the parent as soon as possible of any infectious diseases.

In the case of sickness and/ or diarrhea a child should not be brought to Pre-School until at least forty-eight hours after the last bout of illness **and** the child is feeling fully fit.

All permanent staff are currently first aid trained. First Aid materials are available & permission is sought to administer first aid when appropriate & to seek further advice from emergency services as required. In the case of the children, accidents will be reported to the parent/ carer who collects the child. Details of all accidents will be entered in the accident book and parents/ carers are asked to countersign that they have been informed. If the accident needs urgent medical treatment we will contact the emergency services and inform the parents of the action taken.

If a child is generally not feeling well during the session they will be taken to one side and a staff member will be allocated to stay with them. Another member of staff will contact the child's parents and ask them to come and collect the child.

Pre-School staff only administer prescribed medication e.g. to treat asthma. In this case the parents must provide written permission and instructions. A written record of any drugs administered will be kept and countersigned by a second member of staff. The staff are trained in the use of EPI Pens, asthma inhalers & Epilepsy treatments.

Parents/ carers should notify the supervisor of any medication the child has received in the last 24 hours to enable the staff to monitor the children.

Any allergies/past major illnesses should be reported to the Pre-School - see admission form.

Parents will be informed of any persistent problems brought to the attention of the Pre-School e.g. head lice & sickness but no names will be given. This enables us to warn parents when illnesses are circulating.

Basic hygiene rules are observed. All Pre-School staff and children wash their hands after using the toilet facilities and before handling food and drink.

Smoking is not permitted in the village hall and the Pre-School have a no smoking policy.

Equipment is checked regularly for safety. Parents/carers are asked to bring to the attention of the staff or committee any hazards or problems with equipment.

The children are made aware of the rules introduced for their own safety e.g. no dressing up clothes on the climbing frame etc.

Children are not allowed in the storage areas or kitchen area, unless they are taking part in a 'cooking' activity & always stand away from any hot

surfaces.

The outside door cannot be opened during the session from outside. All visitors must ring the bell and **only staff members should open the door to visitors**. Any legitimate visitors will be invited inside & will have to sign the visitor's book. If children are playing outside & a visitor gives cause for concern, then the staff will immediately usher the children indoors & lock all outside access. Any visitors in the setting may also be asked to leave & the Police called as necessary to ensure the ongoing safety for everyone in the setting.

Parents/carers are asked to observe safety rules when entering or leaving the premises and make sure the door is securely latched behind them. Parents, visitors & children who are staying during a session will be asked to put any mobile phones, cameras & smart watches in our storage box in the kitchen area to maintain safe practices. These will be returned when they leave the building.

15 Safeguarding- (see main policy in appendix.)

Staffing & volunteers

All Pre-School staff have the responsibility for the protection of the children as their first priority and to record and report any concerns they may have regarding a child's welfare.

Our Pre-School's Designated Safeguarding Lead (DSL) is currently Sarah Horsgood and our deputy DSL is Louise Lyons. Our full Safeguarding policy is available on a notice board and is also circulated to all parents. Parents can also request a hard copy, which the Supervisor will make available.

Parents/ carers will normally be the first point of reference, though concerns will also be referred as appropriate to the Local Safeguarding Children's Board as necessary. Any records will be kept confidential and shared only with those who need to know. The people most commonly involved will be the person who noticed any concerns & our LSP.

We provide adequate and appropriate staffing resources to meet the needs of children.

Applicants for posts within the Pre-school are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out DBS checks before

posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

We abide by OFSTED requirements in respect of obtaining references and DBS checks for staff and volunteers, to ensure that no disqualified person or unfit person works at the Pre-school or has access to the children. Volunteers do not work unsupervised.

We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have lead to dismissal for reasons of child protection concern.

We have procedures for recording the details of visitors to the Pre-school.

We take security steps to ensure that we have control over who comes into the Pre-school so that no unauthorized person has unsupervised access to the children.

Training

We seek out training opportunities for all Staff involved in the Pre- School to ensure that they are able to recognise the signs and symptoms of possible physical, emotional, sexual abuse and neglect and so that they are aware of the local authority guidelines for making referrals. We ensure that all the staff know the procedures for reporting and recording their concerns in the Pre-School. All Staff complete Universal Safeguarding training.

Complaints

We ensure that all parents know how to complain about staff and volunteers within the Pre-School, which may include an allegation of abuse. A leaflet is available on the Pre-School notice board with further information.

We follow the guidance of the Local Safeguarding Children's board when investigating any complaint that a member of staff or volunteer has abused a child.

Confidentiality

All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding children's board.

Collection of a child

In the event of someone, other than yourself collecting your child, the Supervisor should be advised prior to or at the beginning of the session. If your child is being collected by an adult known to the Staff (e.g. another parent or a child minder), then you should sign the Supervisor's form in the morning or provide a letter if it is a regular arrangement. If your child is to be collected by an adult not known to the Staff e.g. a neighbour, then the Supervisor must have written authorization to allow your child to be collected by this adult and a named password to ensure that the child is being released to the correct adult. If the same adult subsequently collects your child, then the parent may sign the form and there is no need for a letter. If any uncertainty occurs, the Supervisor will contact the child's parents.

Procedure for dealing with toileting and infectious diseases needs e.g. hepatitis B, HIV- (Contenance policy included in the appendix)

Disposable gloves must be worn at all times, when dealing with an accident which involves bleeding, wetting or soiling.

Any cotton wool swabs, disposable gloves, aprons & soiled nappies & pull-ups etc. to be placed in a plastic bag, then a second plastic bag and sealed and disposed of in the outside bins, making sure the door is locked on leaving & having to ring the bell or use keys for access.

In cases of soiled clothes, these are to be placed in a plastic bag and then a second plastic bag, sealed & hung on the child's peg ready to be handed to the parent/ carer at the end of the session. A change of clothes will be provided if none are available in their bags. Please wash & return any clothes provided by Pre-School.

Please see the appendix for other policies regarding:

Uncollected children
Missing children
Children's rights
Looked after children
Use of mobile phones & cameras
& Whistle blowing
Safeguarding
Equality and Diversity

16 Fire Procedure

Fire drills take place over the four sessions every term. The aim of the fire drill is to practice getting everyone out of the building as quickly as possible in an orderly manner. A copy of the fire procedure is on the notice board & on the cupboards in the small hall.

The member of staff responsible for the session will raise the alarm by ringing the fire bell. They will be responsible for the register, keys, contacts book, grab and go rope, numbers board & phone and will indicate which fire door is to be used for exit.

An appointed member of staff will also check the kitchen and toilets before leaving the building.

If a parent is helping out they will take responsibility for their own toddler, if they have brought a younger child in and will join the group leaving the building.

Safety Point:

The far corner of the carpark, furthest away from the building is to be used for the roll call and is the meeting point. A headcount will be taken immediately to ascertain if anyone is missing. The register will be called.

In the event of a real fire, the fire brigade will be contacted and the children will be walked over to the Church to seek shelter and be out of further harms way. When we have reached safety the parents will then be called to come and collect their child/ren.

A record of each drill & evacuation is recorded in our fire drill book.

17 Pre-School Learning Alliance (PLA)

Barkham Pre-School is a member of the P.L.A and adheres to the constitution set out for its members. A copy of the constitution is available on a notice board in the lobby.

18 Complaints Procedure

At Barkham Pre-school we provide the highest care for all our children. We believe in good communication at all levels, from parents, to staff and members of the committee.

However, should you have any concerns about your child, the Pre-School, its curriculum or any staff issues then please do not hesitate to

bring it to our attention. 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 operate the following complaints procedure.

Any parent who is uneasy about an aspect of the Pre-School's provision should talk over, first of all, his/her worries and anxieties with the Pre-School Supervisor. Should your concerns be in respect of the organisation or the Staff, you can also talk directly with the chairperson of the committee.

If this does not have a satisfactory outcome, or if the problem recurs, the parent/s should put their concerns or complaint in writing to the Pre-School Supervisor and/or Chairperson. Hopefully, most complaints will be resolved informally at this initial stage.

If a parent is still unhappy, they can request a meeting with the Pre-School Supervisor and the Chairperson of the Committee. Both the parent and the Supervisor may have a friend or partner present if required. An agreed written record of the discussion is made. All of the parties present at the meeting sign the record and receive a copy of it. This signed record signifies that the procedure has concluded.

If at the requested meeting the parent and Pre-School cannot reach agreement, an external mediator is invited to help settle the complaint. Staff within the PLA are appropriate persons to be invited to act as mediators. The mediator keeps all discussions confidential. They can hold a separate meeting if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice they give.

A final meeting is then held between the parent, the Pre-School Supervisor and the Chairperson. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. A record of this meeting, including the decision on the action to be taken is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

Our aim is to treat each complaint seriously and fairly, with the utmost confidentiality.

Records

A record of complaints against our Pre-School and/or the adults working in our Pre-School is kept, including the date, the circumstances of the complaint and how the complaint was managed.

If parents are not happy with any aspect of the Pre-School they can also

contact OFSTED directly at any stage of this complaints procedure:

Applications,
Regulatory &
Contact (ARC)
Team,
OFSTED
Piccadilly Gate
Store Street
Manchester
M1 2WD

Tel: 03001231231

These details are displayed on our Pre-School notice board.

19 The Local Authority

It is important to bring to your attention the involvement of the local Authority. We are registered with Wokingham Borough Council and inspected regularly by the OFSTED Inspectors. The report is available from the Supervisor, via a link from the Pre-School website or directly on the OFSTED website www.ofsted.gov.org

20 Confidentiality

Working with children and families may at some point bring us in to contact with confidential information. Please be assured that we will treat any confidential information with the utmost discretion.

Parents will have access at any time to their own child's records & Learning Journey's but no access to those of anyone else.

Any health or other problems will be shared only with the Supervisor and the child's key worker, unless parental permission is given for other staff members to be aware of the situation.

Any aspect or evidence of the child's safety or welfare will be documented in confidential files and shared only between the Parent, Supervisor, key worker & Chair of the committee (in serious circumstances the local Safeguarding children's board will also be involved).

Financial problems that may threaten the attendance & continuity of a child to the Pre-School can be discussed with the Chair, Treasurer and Supervisor to see if any short term help or alternative payment arrangements can be made.

Please read this policy document thoroughly, along with the policies in the appendix. If you have any queries, please do not hesitate to contact the Supervisor or Chair of the Committee.

This document is revised annually and amended where necessary; any amendments will be circulated to all of our parents. This document was produced with the co-operation of the Supervisor, Staff & Committee.

Please sign the declaration and return to the Supervisor.

Declaration

I have read and understood the Barkham Pre-School Policy document.

Name of Child _____

Date of Child's first attendance _____

Signed _____

Date _____

Appendix

Appendix 1	Uncollected Children Policy
Appendix 2	Missing Children Policy
Appendix 3	Children's right Policy
Appendix 4	Looked After Children Policy
Appendix 5	Online Policy, including use or mobile phones, cameras etc
Appendix 6	Whistle Blowing
Appendix 7	Safeguarding Policy
Appendix 8	Equal opportunities and Diversity Policy
Appendix 9	Preventing Extremism and Radicalisation Policy

Appendix 1

Uncollected child Policy

Policy statement

In the event that a child is not collected by an authorised adult by their expected collection time, we put into practice agreed procedures. The child will receive 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.

Procedures

- Parents are asked to provide the following specific information when their child starts attending our setting, which is recorded on our Admission Form:
 - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names, addresses and telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a child minder or grandparent.
 - Who has parental responsibility for the child.
 - 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, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned; they must inform us so that we can begin to take back-up measures. Our contact telephone number is 07493 010077

or 0118-9760750 during Pre-School opening hours 8.30am to 1 pm Tuesdays, or 8.30am - 2.30pm Wednesday, Thursday and Fridays.

- If a child is not collected at their expected collection time, we follow the procedures below:
 - The child's file is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work.
 - If this is unsuccessful, the adults who are authorised by the parents to collect their child - and whose telephone numbers are recorded on the Admissions form - are contacted.
 - All reasonable attempts are made to contact the parents or nominated carers.
 - The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
 - If no one collects the child within one hour of their expected collection time and there is no one who can be contacted to collect the child, we apply the procedures for uncollected children.
 - We contact the local authority duty triage & assessment team:
Tel: 0118-9088002 or email: triage@wokingham.gcsx.gov.uk

 - Or the out of hours duty officer (where applicable):
Emergency duty team- out of hours: Tel: 01344-786543

 - The child stays at the setting in the care of two of our fully vetted workers, one of whom will be our manager or deputy manager.
 - The duty triage team 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 will we go to look for the parent, nor leave the setting premises with the child.
 - We ensure that the child is not anxious and we do not discuss our concerns in front of them.
 - A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked.
- Ofsted may be informed: Tel: 0300-1231231

Appendix 2

Missing child Policy

Policy statement

Children's safety is our highest priority, both on and off the premises. Every attempt is made, through the implementation of our outings procedure and our exit/entrance procedure, to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing, the adult who noticed the child is missing alerts our setting supervisor.
- The register is checked to make sure no other child has also gone astray.
- Our supervisor will carry out a thorough search of the building and garden.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, our 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 on arrival.
- Our manager talks to our staff to find out when and where the child was last seen and records this.
- Our manager contacts our chair and reports the incident. Our chair or nominated committee member in the chair's absence comes to the provision immediately to carry out an investigation.

Child going missing on an outing

This describes what to do when our staff have taken a small group on an outing, leaving our manager and/or other staff back in our setting premises. If our manager has accompanied children on the outing, the procedures are adjusted accordingly. What to do when a child goes missing from a whole group outing may be a little different, as parents usually attend and are responsible for their own child.

- 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.
- Our senior staff member on the outing contacts the police and reports that child as missing.
- Our Supervisor is contacted immediately (if not on the outing) and the incident is recorded.
- Our supervisor contacts the parent(s).
- Our staff take the remaining children back to the setting as soon as possible or wait for parents to transport their own children back to the setting as agreed in the previous arrangements.
- 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 description of what the child is wearing is given to the police.
- Our Supervisor contacts our chair and reports the incident. Our chair or nominated committee member in the event of the Chair's absence comes to our premises immediately to carry out an investigation.
- Our staff keep calm and do not let the other children become anxious or worried.

The investigation

- Ofsted are informed as soon as possible and kept up-to-date with the investigation.
- Our Chair carries out a full investigation, taking written statements from all our staff and volunteers who were present.

- Our Supervisor, together with our representative of our management team speaks with the parent(s) and explains the process of the investigation.
- The parent(s) may also raise a complaint with us or Ofsted.
- Each member of staff present writes an incident report detailing:
 - The date and time of the incident.
 - Where the child went missing from e.g. the setting or an outing venue.
 - Which staff/children were in the premises/on the outing and the name of the staff member who was designated as responsible for the missing child.
 - When the child was last seen in the premises/or on the outing, including the time it is estimated that the child went missing.
 - What has taken place in the premises or on the outing since the child went missing.
 - The report is counter-signed by the senior member of staff and the date and time added.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all our staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff and parents. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- In the event of disciplinary action needing to be taken, Ofsted are advised.
- The insurance provider is informed.

Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- Our staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- They may be the understandable target of parental anger and they may be afraid. Our manager ensures that any staff under investigation are not only fairly treated, but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame our staff and may single out one staff member over others; they may direct their anger at our manager. When dealing with a distraught and angry parent, there should always be two members of staff one of whom is our manager and the other should be our chair or another

representative of the management committee. No matter how understandable the parent's anger may be, aggression or threats against our staff are not tolerated, and the police should be called.

- The other children are also sensitive to what is going on around them. They too may be worried. Our remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly, but also reassure them.
- In accordance with the severity of the final outcome, our staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. Our chair will use their discretion to decide what action to take.
- Our staff must not discuss any missing child incident with the press without taking advice.

Appendix 3

Children's rights and entitlements Policy

Policy statement

- We promote children's right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.
- We promote children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

What it means to promote children's rights and entitlements to be '*strong, resilient and listened to*'.

To be strong means to be:

- secure in their foremost attachment relationships, where they are loved and cared for by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- safe and valued as individuals in their families and in relationships beyond the family, such as day care or school;
- self-assured and form a positive sense of themselves – including all aspects of their identity and heritage;
- included equally and belong in [our/my] setting and in community life;
- confident in their own abilities and proud of their achievements;
- progressing optimally in all aspects of their development and learning;
- part of a peer group in which they learn to negotiate, develop social skills and an identity as global citizens, respecting the rights of others in a diverse world; and

- able to represent themselves and participate in aspects of service delivery that affects them, as well as aspects of key decisions that affect their lives.

To be resilient means to:

- be sure of their self-worth and dignity;
- be able to be assertive and state their needs effectively;
- be able to overcome difficulties and problems;
- be positive in their outlook on life;
- be able to cope with challenge and change;
- have a sense of justice towards themselves and others;
- develop a sense of responsibility towards themselves and others; and
- be able to represent themselves and others in key decision making processes.

To be listened to means:

- adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas;
- adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate; and
- adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.

Appendix 4

Looked after children Policy

Policy statement

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

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

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works. It is not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement.

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

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- In exceptional circumstances, we offer places to two-year-old children who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer, and the placement in the setting will last a minimum of three months.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

Procedures

- The designated person for looked after children is the designated lead safeguarding practitioner.
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
- The setting recognises the role of the duty triage & assessment team as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professional's meeting to determine the objectives of the placement and draw up an education & healthcare plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The education & healthcare plan needs to consider issues for the child such as:
 - their emotional needs and how they are to be met;
 - how any emotional issues and problems that affect behaviour are to be managed;
 - their sense of self, culture, language(s) and identity – and how this is to be supported;

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

Appendix 5

Online Safety Policy (including mobile phones, cameras, smart watches and video)

Policy statement

We take steps to ensure that there are effective procedures in place to protect children, young people and vulnerable adults from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

Procedures

- Our designated person responsible for co-ordinating action taken to protect children is:
Sarah Horsgood, Lead Safeguarding practitioner
-

Information Communication Technology (ICT) equipment

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

Internet access

- Children do not normally have access to the internet and never have unsupervised access.
- If staff access the internet with children for the purposes of promoting their learning, written permission is gained from parents who are shown this policy.
- 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 on line with a grown up
 - be kind on line
 - keep information about me safely
 - only press buttons on the internet to things I understand
 - tell a grown up if something makes me unhappy on the internet
- Designated persons will also seek to build children's resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age appropriate ways.
- If a second hand computer is purchased or donated to the setting, the designated person will ensure that no inappropriate material is stored on it before children use it.
- All computers for use by children are located in an area clearly visible to staff.
- Children are not allowed to access social networking sites.
- 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.
- The designated person ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.
- 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.

Email

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

Mobile phones – children

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

Mobile phones – staff and visitors

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

Cameras, videos and Smart watches

- Our staff, volunteers, parents and children must not bring their personal cameras, smart watches or video recording equipment into the setting.
- Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development, or for displays within the setting, with written permission received by parents (see the Photograph permission form). Such use is monitored by the supervisor.

- Where parents request permission to photograph or record special events, general permission is gained from all parents for their children to be included. Parents are advised that they may do so for personal family use and are not to upload photos of anyone else's children nor upload video footage to the Internet or websites including social media sites.
- If photographs of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised, for example, ensuring children cannot be identified by name or through being photographed in a sweatshirt with the name of their setting on it.

Social media

- Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
- Staff should not accept service users, children and parents as friends due to it being a breach of expected professional conduct unless through an existing relationship prior to any family joining the setting and notifying the supervisor at the time of joining.
- In the event that staff name the organisation or workplace in any social media they do so in a way that is not detrimental to the organisation or its service users.
- Staff observe confidentiality and refrain from discussing any issues relating to work.
- Staff should not share information they would not want children, parents or colleagues to view.
- Staff should report any concerns or breaches to the designated person in their setting.
- Staff avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly prior to the child coming into the setting, this information is shared with the supervisor prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed.
-

Use and/or distribution of inappropriate images

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

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

Further guidance

- NSPCC and CEOP *Keeping Children Safe Online* training: www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/

Appendix 6

Whistleblowing Policy

Statement of intent

It is our intent to promote and encourage good staff communication so that any questions of bad practice are dealt with satisfactorily long before 'the need for whistle blowing'. Staff should feel that they could raise questions about any area of concern during regular supervision or in staff meetings so that practices can be modified before they cause harm.

Policy Statement

It is our intention that anyone working or volunteering at Barkham Pre-School feel confident about coming forward and reporting any issues/concerns that they may have regarding the areas documented below, whilst remaining protected from any subsequent discrimination.

Our aim is to

- Ensure staff & volunteers understand their responsibilities and feel confident in raising and reporting any concern at the earliest opportunity, even if this results in ill feeling & potentially creates difficult situations.
- Provide avenues for staff and volunteers to raise concerns and receive feedback on any action taken.
- Ensure that staff & volunteers receive a response to their concerns and that they are aware of how to pursue them if they are not satisfied.
- Reassure staff & volunteers that they will be protected from possible reprisals or victimisation if they have made any disclosures in good faith.

Procedures

What should be reported?

- The inappropriate treatment or care of a child.
- Any breach in the behaviour of the supervisor, staff, student or volunteer.
- Discrimination of any kind.
- Concerns that could impact on the health and safety of the children or adults.

Methods

- Staff members & volunteers can raise concerns with the supervisor and/or an Officer of the Management Committee.

- Discuss the nature of the concern together with the background, history of the concern and provide the relevant dates of incidents.
- There is no expectation that staff or volunteers will prove beyond doubt the truth of their suspicion; however they will need to demonstrate that they are acting in good faith and there are reasonable grounds for their concern.
- All employees & volunteers will be treated fairly.
-

Concerns will be dealt with in the following way:

- Initial enquiries will be made to decide whether an investigation is appropriate and if so what form it should take.
- The supervisor will investigate the incident and the Committee will be informed of the concern and investigation. However, if the concern is regarding the supervisor, then it can be referred to the Chair for investigation.
- Within ten working days of a concern being raised, the member of staff or volunteer will receive in writing: acknowledgment that the concern has been received and information on whether any further investigation will take place and if not, why not.
- If an employee or volunteer feels the matter cannot be discussed with the pre-school supervisor or the chairperson, then they may contact OFSTED directly via OFSTED's 'whistle blowing hotline' on 0300 123 3155 (Monday to Friday 8am – 6pm) or can be e-mailed at whistleblowing@ofsted.gov.uk or write to: WBHL, Ofsted, Royal Exchange Building's, St Anne's Square, Manchester, M2 7LA for advice on which steps to follow.
-

Should no further action be taken, the member of staff or volunteer must be advised that they can appeal this decision by firstly taking the concern to the committee where it will be investigated by two members. If the member of staff or volunteer is still unsatisfied with the outcome of the committee's investigation they should then follow the Grievance procedures.

If there are any difficulties experienced as a result of raising a concern, support will be offered.

Staff & volunteers will be kept informed of the progress and outcome of any investigation to assure that any disclosure has been properly addressed unless legal reasons determine otherwise.

Confidentiality will be maintained and every effort will be made not to reveal the identity of the person raising the concern if they so wish. If, however, a member of staff makes an allegation frivolously, maliciously or for personal gain, appropriate action, that could include disciplinary action, may be taken.

Legal framework

The Public Interest Disclosure Act 1998 seeks to protect employees from discrimination as a result of 'blowing the whistle' on their organisation, or individuals within it, through amendments to employment law.

It would not be intended to use this policy where other appropriate procedures are available, for example:

Complaints procedure

Safeguarding Policy

Grievance procedure

Appendix 7

Safeguarding children, young people and vulnerable adults

Policy statement

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

Procedures

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

Key commitment 1

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

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

Sarah Horsgood

When the setting is open but the designated person is not on site, a suitably trained deputy is available at all times for staff to discuss safeguarding concerns-

Louise Lyons

- Our designated officer (a member of the committee team) who oversees this work is:

Head of Committee, Chairperson

- The designated person, the suitably trained deputy and the designated officer ensure they have relevant links with statutory and voluntary organisations with regard to safeguarding.

- The designated person (and the person who deputises for them) understands LSCB safeguarding procedures, attends relevant LSCB training at least every two years and refreshes their knowledge of safeguarding at least annually.
- We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- All staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported to the local authority children's social care team or the NSPCC. They receive updates on safeguarding at least annually.
- All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
- All staff understand the principles of early help (as defined in *Working Together to Safeguard Children, 2015*) and are able to identify those children and families who may be in need of early help and enable them to access it.
- All staff understand LSCB thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm.
- All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard.
- All staff understand what the organisation expects of them in terms of their required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of mobile phones), whistleblowing and dignity at work.
- Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age appropriate way.
- All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
- Adequate and appropriate staffing resources are provided to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that

no disqualified person or unsuitable person works at the setting or has access to the children.

- Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
- Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises.
- Volunteers must:
 - be aged 17 or over;
 - be considered competent and responsible;
 - receive a robust induction and regular supervisory meetings;
 - be familiar with all the settings policies and procedures;
 - be fully checked for suitability if they are to have unsupervised access to the children at any time.
- Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - the criminal records disclosure reference number;
 - certificate of good conduct or equivalent where a UK DBS check is not appropriate;
 - the date the disclosure was obtained; and
 - details of who obtained it.
- All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- All staff and volunteers are required to notify us if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, cautions, court orders, reprimands or warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to care of their children.
- We notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
- Procedures are in place to record the details of visitors to the setting.
- Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

- Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.
- Any personal information is held securely and in line with data protection requirements and guidance from the ICO.
- The designated person in the setting has responsibility for ensuring that there is an adequate online safety policy in place.
- We keep a written record of all complaints and concerns including details of how they were responded to.
- We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
- The designated officer will support the designated person to undertake their role adequately and offer advice, guidance, supervision and support.
- The designated person will inform the designated officer at the first opportunity of every significant safeguarding concern, however this should not delay any referrals being made to children's social care, the LADO, Ofsted or Riddor.

Key commitment 2

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

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.
- When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
 - significant changes in their behaviour;

- deterioration in their general well-being;
 - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
 - changes in their appearance, their behaviour, or their play;
 - unexplained bruising, marks or signs of possible abuse or neglect; and
 - any reason to suspect neglect or abuse outside the setting.
- We are aware of the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent's learning disability.
 - We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.
 - We are prepared to take action if we have concerns about the welfare of a child who fails to arrive at a session when expected. The designated person will take immediate action to contact the child's parent to seek an explanation for the child's absence and be assured that the child is safe and well. If no contact is made with the child's parents and the designated person has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and LSCB procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.
 - We are aware of other factors that affect children's vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Female Genital Mutilation and radicalisation or extremism.
 - In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and LSCB procedures on responding to radicalisation.
 - The designated person completes online Channel training, online Prevent training and attends local WRAP training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.

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

adequately in relation to safeguarding they can contact the NSPCC whistleblowing helpline.

Recording suspicions of abuse and disclosures

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

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

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

Escalation process

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

Informing parents

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

Liaison with other agencies

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

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

Allegations against staff

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

Tel: 0118 9746141 or

email:LADO@wokingham.gcsx.gov.uk

- We also report any such alleged incident to Ofsted (unless advised by LADO that this is unnecessary due to the incident not meeting the threshold), as well as what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management team and children's social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has

taken place, but is to protect the staff, as well as children and families, throughout the process.

Disciplinary action

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

Key commitment 3

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

Training

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

Planning

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

Curriculum

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

Confidentiality

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

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure, and only if appropriate under the guidance of the Local Safeguarding Children Board.

Legal framework

Primary legislation

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

Secondary legislation

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

Further guidance

- Working Together to Safeguard Children (HMG, 2015)
- What to do if you're Worried a Child is Being Abused (HMG, 2015)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2008)
- Hidden Harm – Responding to the Needs of Children of Problem Drug Users (ACMD, 2003)
- Information Sharing: Guidance for Practitioners providing Safeguarding Services (DfE 2015)
- Disclosure and Barring Service: www.gov.uk/disclosure-barring-service-check

- Revised Prevent Duty Guidance for England and Wales (HMG, 2015)
- Inspecting Safeguarding in Early Years, Education and Skills Settings, (Ofsted, 2016)

This policy was adopted by	<u>Barkham Pre-School</u>
On	<u>January 2021</u>
Date to be reviewed	<u>January 2022</u>
Signed on behalf of the provider	
Name of signatory	<u>Sarah Horsgood Katy Dornan</u>
Role of signatory (e.g. chair, director or owner)	<u>Supervisor Chair</u>

Other useful Pre-school Learning Alliance publications

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

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

Appendix 8

Equality & Diversity policy

Policy statement

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

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

- promote equality and value diversity within our setting and foster good relations with the local community;
- actively include all families and value the positive contribution they make to our setting;
- promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms;
- provide a secure and accessible environment in which every child feels safe and equally included;
- improve our knowledge and understanding of issues relating to anti-discriminatory practice,
- challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely:
 - age;
 - gender;
 - gender reassignment;
 - marital status;
 - pregnancy and maternity;
 - race;
 - disability;
 - sexual orientation; and
 - religion or belief.

- where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the setting or need different things from the setting.

Procedures

Admissions

Our setting is open and accessible to all members of the community.

- We base our Admissions Policy on a fair system.
- We do not discriminate against a child or their family in our setting, including preventing their entry to our setting based on a protected characteristic as defined by the Equality Act (2010).
- We advertise our setting widely.
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages (when there is a need).
- We reflect the diversity of our community and wider society in our publicity and promotional materials.
- We provide information on our offer of provision for children with special educational needs and disabilities.
- We ensure that all parents are made aware of our Equality & Diversity policy.
- We make reasonable adjustments to ensure that disabled children can participate successfully in the setting and in the curriculum offered by the setting.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We take action against any discriminatory, harassing or victimising behaviour by our staff, volunteers or parents whether by:
 - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the service;
 - indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
 - discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity;
 - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
 - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation.
- Displaying of openly discriminatory and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and

inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises and/ or disciplinary action being taken.

Employment

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

Training

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

Curriculum

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

We ensure that our practice is fully inclusive by:

- creating an environment of mutual respect and tolerance;
- modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- positively reflecting the widest possible range of communities within resources;
- avoiding use of stereotypes or derogatory images within our books or any other visual materials;
- celebrating locally observed festivals and holy days;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- ensuring that disabled children with and without special educational needs are fully supported;
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages

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

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

Valuing diversity in families

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

Food

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

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and where resources allow in translation – to ensure that all mothers and fathers have information about, and access to, the meetings.

Monitoring and reviewing

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

Public Sector Equality Duty

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

Legal framework

The Equality Act (2010)

Children Act (1989) & (2004)

Children and Families Act (2014)

Special Educational Needs and Disabilities Code of Practice (2014)

Policy adopted by	Barkham Pre-School		
On	January 2021		
Date to be reviewed	January 2022		
Signed	sdhorsgood		
Name	Sarah Horsgood		
Role	Supervisor		
Signed			
Name	Katy Dornan		
Role	Chair		
Changes	None		

Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practice (2011)
- SEND Code of Practice 2014 for the Early Years (2014)
- All Together Now (2011)
- Where's Dad? (2009)

Appendix 9

Preventing Extremism and Radicalisation Policy

Introduction

Barkham Pre-School is committed to providing a secure environment for children, where they feel safe and are kept safe. All adults in our setting recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

In adhering to this policy, all staff, including visiting staff, volunteers, students on placement and visitors will contribute to our setting's delivery of the outcomes for all children, as set out in s10 (2) of the Children Act 2004¹.

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our

overall arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out in Ofsted's Common Inspection Framework, 2015, Inspecting safeguarding in early years, education and skills from September 2015, Safeguarding children and young people and young vulnerable adults policy, July 2015 and Statutory framework for the early years foundation stage, 2014.

Our setting's Preventing Extremism and Radicalisation Policy also draws upon:

- Keeping Children Safe in Education, 2014, DfE
- Counter-terrorism and Security Act, 2015
- Guidance to the Prevent Duty, DfE
- Protecting children from radicalisation: the prevent duty; July 2015
- Prevent: Resources Guide, DfE
- Social Media Guidance, July 2015,
- Tackling Extremism in the UK, DfE
- Equality Act 2010 and guidance on its implementation
- Peter Clarke's Report into allegations concerning Birmingham schools, July 2014.

¹ the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.

Ethos and Practice

When operating this policy we use the following accepted Governmental definition of extremism which is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

- There is no place for extremist views of any kind in our setting, whether from internal sources –children, staff or management, or external sources - school community, external agencies or individuals. The children see our setting as a safe place where they can ask questions about the world and where our staff encourage and facilitate these opportunities.
- As a setting we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our children.
- We aim to provide a broad and balanced early years curriculum, delivered by skilled professionals, so that our children understand and become tolerant of difference and diversity and also to ensure that they thrive and feel valued and respected as individuals.
- Children can be exposed to extremist influences or prejudiced views from an early age which originate from a variety of sources and media, including via the internet. There may be times when children may reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.
- Any prejudice, discrimination or extremist views, including derogatory language, displayed by children or staff will always be challenged and where appropriate supported through discussion with children and their families and the Code of Conduct for staff.
- Where misconduct by a member of staff is proven the matter will be referred to the Local Authority.

As part of wider safeguarding responsibilities setting staff will be alert to:

- Disclosures by children of their exposure to the extremist actions, views or materials of others outside of the setting, such as in their homes or community groups.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Children exposed to extremist material online, including through social networking sites

- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Local authority services, and police reports of issues affecting children in other schools or settings
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Our setting will closely follow any locally agreed procedure as set out by the Local Authority and /or the Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Teaching Approaches

- We will ensure our teaching approaches help children to build resilience to extremism and give them a positive sense of identity through Personal, Social and Emotional development and the promotion of critical thinking. We will aim to ensure that all our staff are equipped to recognize extremism and are skilled and confident enough to challenge it in a way appropriate to the child's age and level of development.
- We will facilitate a 'safe place' for children to speak confidently and openly about any worries or concerns they may have concerning their safety and will equip our children with the appropriate skills to become self-assured young people.
- This approach will be embedded within the ethos of our setting so that children know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.
- We will work with local partners, families and communities in our efforts to ensure our setting understands and embraces our local context and values in challenging extremist views and to assist in the broadening of children's experiences. We will help support children who may be vulnerable to such influences as part of our wider safeguarding responsibilities and in such

instances seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

- At our setting we will promote the values of democracy, the rules of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage children to respect one another and to respect and tolerate difference, especially those of a different faith or no faith.

Whistle Blowing

- Where there are concerns of extremism or radicalisation children and staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

Please refer to our setting's Whistle Blowing Policy.

Safeguarding

- Staff at our setting will be alert to the fact that whilst extremism and radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; staff may be aware of information about a child's family related to extremism that may place a child at risk of harm Therefore all adults working in our setting (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Lead Safeguarding Practitioner or setting Manager.

Role of the Lead Safeguarding Practitioner

The Lead Safeguarding Practitioner is: Karen McBrearty

In line with Recommendation 2 of Peter Clarke's Report; In *Barkham Pre-School* the role of the Lead Safeguarding Practitioner will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Training

- Training on Safeguarding and Child Protection will be organised for staff and management at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and the Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.
- The Lead Safeguarding Practitioner will attend training courses as necessary and the appropriate inter-agency training organised by the Safeguarding Children Board at least safeguarding implications.

Recruitment

- The arrangements for recruiting all staff, permanent and volunteers will follow LA guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.
- Safer recruitment best practice principles and sound employment practice will be applied and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our setting so as to unduly influence our setting's character and ethos. We are aware that such persons seek to limit the opportunities for our children thereby rendering them vulnerable to extremist views and radicalisation as a consequence.
- By adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our setting and staff team we will minimise the opportunities for extremist views to prevail.

Policy Adoption, Monitoring and Review

This policy was considered and adopted by Barkham Pre-School in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education'

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the setting website.

The effectiveness of this policy will be evaluated by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.

This policy was adopted by	Barkham Pre-School	
On	January 2021	
Date to be reviewed	January 2022	
Signed on behalf of the provider		
Name of signatory	Sarah Horsgood	Katy Dornan
Role of signatory	Supervisor	Chair