

Abbotsholme Pre-Prep School

Introduction

Policies and procedures are essential to ensure good quality provision that is compliant with the Statutory Framework for the Early Years Foundation Stage (EYFS). The EYFS requires us to have written policies and procedures which comply with the requirements of the EYFS, Ofsted and Independent Schools statutory requirements. We also need to provide staff with training at induction to ensure that they fully understand and know how to implement them. These policies help to ensure children are safe and well. Policies are available on the school website and are discussed on induction with parents.

There are ten overarching Safeguarding and Welfare Requirements within the EYFS:

- Child protection
- Suitable People
- Staff Qualifications, Training, Support and Skills
- Key Person
Each child must be assigned a key person; to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.
- Staff: Child Ratios
- Health (also covering Medicines, Food and Drink and Accident or Injury) including Health & Safety
- To promote the good health of the children attending the setting.
- Managing Behaviour
- Safety and Suitability of Premises, Environment and Equipment (also covering Safety, Smoking, Premises, Risk Assessment and Outings)
- Equal Opportunities
- Information and Records (also covering Information About the Child, Information for Parents and Carers, Complaints, Information About the Provider and Changes that Must be Notified to Ofsted)

Each policy and procedure is continually monitored and necessary changes are made to procedure and policy.

Contents

Welfare Uncollected child Late collection of a child Visitors and parents Staffing Supervision of children on outings Looked after children Valuing diversity and promoting equality Parental involvement Working in partnership with other agencies	
Curriculum Supporting children with SEN Supporting the most able pupils	
First Aid Administering medicines Managing children who are sick	
Health and Safety Recording and reporting of accidents Nappy changing Food and drink Food hygiene Kitchen opening and closing checks Maintaining children's safety Animals and use of the school farm Personal Emergency Evacuation Plan Physical Intervention Smoking Weather / adverse conditions	
Data Protection Children's records Transition policy	

Uncollected child

In the event that a child is not collected by an authorised adult at the end of a session/day, we put into practice these procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. The child will receive a high standard of care in order to cause as little distress as possible.

Procedures

- Parents of children starting are asked to provide information on the Registration Form:
 - Home address and telephone number.
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child, for example a childminder 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 will be asked to 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 and 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.
- Parents know that we apply our child protection procedures in the event that their children are not collected by an authorised adult within one hour after the final collection time at the end of the day.
- If a child is not collected at the end of the session/day, the procedures below will be followed:
 - The Parents Communication book and telephone messages are checked for any information about changes to the normal collection routines or times.
 - Parents/carers are contacted at home or at work.
 - The adults who are authorised by the parents to collect their child - and whose telephone numbers are recorded on the Registration Form - are contacted.
 - All reasonable attempts are made to contact the parents or nominated carers.

- The child does not leave the school with anyone other than those named.
- If no-one collects the child after the setting has closed and there is no-one who can be contacted to collect the child, we apply the following procedures.
 - o The school Safeguarding Team are informed
 - o Contact our local authority children's social care team:

Derbyshire Tel:08456 058058

Staffordshire Tel:01785 276800

Derbyshire Tel: 01629 532600

Staffordshire Tel: 08456 042886

- The child stays at the setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
- Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances will staff go to look for the parent, nor do they take the child home with them. A full written report of the incident is recorded in the child's file and passed to the school Safeguarding team
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Following advice for Social Services.
- Ofsted may be informed: : 0300 123 1231
- The local Early Years Improvement Officer may also be informed.

Missing Sessions

In the event of a child not attending for an extended period of time, we would follow the procedure:

- Monitor the register
- Check the holiday/sickness absent forms.
- Telephone the two contacts given on the child's registration form.
- Inform school Safeguarding Team
- Notify NEG funding if the child is in receipt of Grant funding.
- Seek advice from EYIO.

Late Collection of Child

In the event that a child is going to be collected from Pre-Prep after 5p.m., a “Late Collection” charge may be made.

Procedures

We understand that occasionally, unforeseen circumstances may occur to prevent parents from collecting children at the agreed time.

- Parents must inform Pre-Prep as soon they realise that they will not make their agreed collection time.
- A Late Collection charge may be made on your next invoice.
- If your child has still not been collected by 6pm, our Uncollected Child Policy will fall into place.

Visitors & Parents in Pre-Prep

We maintain the safety of the children through ensuring that no person without the relevant DBS checks is left alone with the children at any time.

Procedures

- All visitors sign in and out at Abbotsholme main reception.
- On arrival at Pre-Prep visitors are again asked to sign in and out in Pre-Prep visitor’s book.
- Any mobile telephones, handbags etc., are locked away securely in the store room – no use of such equipment is allowed on the Pre-Prep premises
- No visitors, including parents, are allowed to be left alone with any of the children.
- Parents/carers visiting with their children, must advise a member of staff if they wish to use our facilities to change their children’s nappies or take them to the toilet. A member of staff will supervise any other children who wish to use the facilities at the same time. No child will be left with the visitor.

Staffing

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage and Independent School Regulatory requirements. This ensures that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for criminal and other records through the Disclosure and Barring Service in accordance with statutory requirements. In addition:

- The School is a Boarding School with a Headmaster who lives on site and House parents within the Boarding Houses.
- The Pre-Prep Room is monitored through CCTV constantly within our opening hours.
- Reception is open between the hours of 7.30am – 7.30pm.
- Reception staff are vigilant of monitoring the Pre-Prep Room.
- The on site Medical Team can be contacted between 8.00-5.00pm, for medical advice or emergencies, a doctor is on call 24hrs a day.
- Each child is assigned a key person to help them become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

The role of the key person and settling-in

In line with EYFS requirements, each child is assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

- We allocate a key person before the child starts.
- A trial visit is offered before the child starts, and their key person and back up key person is introduced.

- The key person is responsible for the induction of the family and for settling the child into our setting. The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- The key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- The key person encourages positive relationships between children in her/his key group, regularly spending time with them.
- We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

Settling-in

- Before a child starts to attend the setting, parents are provided with information including our prospectus and policies, displays about activities, information days and evenings and individual meetings with parents.
- During the half-term before a child enters, we provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We may offer a home visit by the person who will be the child's key person, to ensure all relevant information about the child can be made known.
- We use pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.

- We judge a child to be settled when they have formed a relationship with their key person. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

The progress check at age two

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance A Know How Guide: The EYFS progress check at age two.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by the setting to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

Student placements

We recognise that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. As part of our commitment to quality, we offer placements to students undertaking early year's qualifications and training. We also offer placements for school pupils on work experience.

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

Procedures

- Students on early years qualification courses must meet the 'suitable people' requirements and have a DBS check.
- They must have a sufficient understanding and use of English to contribute to the well-being of children in our care.
- Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
- We require students to keep to our Confidentiality and Client Access to Records Policy.
- We work with students' tutors in order to help students to fulfil the requirements of their course of study.
- All students receive induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We require schools placing pupils under the age of 17 years with the setting to vouch for their good character.
- We supervise pupils under the age of 17 years at all times and do not allow them to have unsupervised access to children.

Looked after children

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

We recognise that children who are being looked after may have experienced traumatic situations. We also recognise 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.

All children have a right to be strong, resilient and listened to. Our aim is to develop attachment and build resilience and so increase a child's responsiveness to learning and enable the development of positive dispositions for learning.

- 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 Pre-Prep manager.
- The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- They will liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared and will make decisions on any changes with the child's social worker.

A care plan will be developed after consideration of the following issues:

- 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.

It 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;
- 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 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.

Valuing diversity and promoting equality

Abbotsholme School is fully inclusive in meeting the needs of all children.

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

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

- foster good relations between all communities.

Procedures

Admissions

Our setting is open to all members of the community.

- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act (2010). We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents
- Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on, or around, the premises and will be dealt with in the strongest manner.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.

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 ensure their full inclusion.

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.
- 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 in translation – to ensure that all mothers and fathers have information about, and access to the meetings.

Parental involvement

We believe that children benefit most from early years education and care when parents and settings work together in partnership. Our aim is to support parents/carers as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development.

- We consult with all parents to find out what works best for them.
- We inform all parents about how the setting is run, and its policies, through access to written information and through regular informal and formal communication.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally – and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.

- We inform parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

Working in partnership with other agencies

We work in partnership with local and national agencies to promote the well-being of all children.

Procedures

- Procedures are in place for the sharing of information about children and families with other agencies. These are set out in the Information Sharing Policy, Safeguarding Children and the Supporting Children with Special Educational Needs Policy.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary, we consult with local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

Early Years Foundation Stage Curriculum

Abbotsholme follows the Early Years Foundation Stage (EYFS) curriculum for all children between the age of 2 and 5.

Procedures

- Children are guided through and the 7 areas of learning and development as outlined in the EYFS.
- These areas are split into 3 “prime” areas and 4 “specific” areas.

The **prime** areas:

- **Communication and language:** we allow children the opportunity to experience a rich language environment, develop self-confidence and the skills to express themselves, and to be able to speak and listen in a range of situations.
- **Physical development:** we provide opportunities for children to be both active and interactive, develop co-ordination, control and movement. We emphasise the importance of physical activity and to make healthy choices in relation to food.
- **Personal, social and emotional development:** we help children to develop a positive sense of themselves and others; to form positive relationships and respect others; to develop social skills, learn how to manage their feelings; to understand appropriate behaviour in groups and have confidence in their own abilities.

The **specific** areas:

- **Literacy:** children are encouraged to link sounds and letters and to begin to read and write. We give children access to a wide range of reading materials to ignite their interest.
- **Mathematics:** we provide children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and the ability to describe shapes, spaces and measures.

- **Understanding the world:** children are guided to make sense of their physical world through exploring, observing and finding out about people, places, technology and environment.
- **Expressive arts and design:** we enable children to explore and play with a wide variety of media and materials, and give children the opportunity and encouragement to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.
- We consider and cater for each child's individual needs, interests and stage of development. We use this information to plan challenging and enjoyable experiences through each area of learning. Children with English as an additional language are considered and supported appropriately, allowing them to use their home language in play and learning, whilst supporting their language development with their parent/carer at home. We ensure that children have sufficient opportunities to learn and reach a good standard in English language by the end of their foundation stage. Detailed planning and staff expertise provides children with activities and experiences to stimulate their progress through the EYFS allowing them to achieve to the best of their ability.
- Each area of learning and development is implemented through planned purposeful play and through a mix of adult-led and child-initiated activity. We plan and guide children's activities to reflect and consider the 3 characteristics of children's learning:
 - Playing and exploring , Active learning, Creating and thinking critically

Supporting children with special educational needs

We provide an environment in which all children, including those with special educational needs (SEN), are supported to reach their full potential.

- We have regard for the Special Educational Needs Disability Code (2015).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

A designated member of staff is the Special Educational Needs Co-ordinator (SENCO)

The provision for children with special educational needs is the responsibility of all members of staff.

- Inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs. (assess, plan, do, review)
- We work closely with the parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

Supporting the Most Able Pupils

We provide an environment in which all children, including those who are more able, gifted or talented are supported to reach their full potential.

- We recognise that all children are individuals with their own strengths, weaknesses, gifts and talents. Within this range there are children who are more able intellectually than others, and/or particularly talented in certain specific areas of ability.
- Every child has the right to a broad, balanced and relevant curriculum which challenges, motivates and rewards them, so that they can each fulfil their individual potential.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- We recognise that the abilities that gifted and talented pupils possess will vary, and it is therefore important for us to have a very wide view of intelligence. This ensures that we recognise all types of high ability.
- We use as many different sources of assessment to identify gifted and talented pupils.
- The identification of gifted and talented pupils in our pre-school is a continuous process.

- Having identified our more able pupils we aim to provide:
 - The opportunity to work at higher cognitive levels
 - The opportunity to develop specific skills or talents
 - The opportunity to experience a broader, richer curriculum
 - Support and care for the whole child socially and intellectually

We aim to provide each pupil with activities that build and extend upon their existing abilities. Any provision for gifted and talented pupils should aim to build on thinking skills, problem solving, questioning, use of resources, creativity and co-operative working. We provide enrichment and extension opportunities for these pupils as part of their individual planned differentiation.

Supervision of children on outings and visits

Children benefit from being taken out of the setting to go on visits or trips to local parks, or other suitable venues, for activities which enhance their learning experiences. Some settings do not have direct access to outdoor provision on their premises and will need to take children out daily. Staff in our setting ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures as laid out below.

Procedures

- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.
- This general consent details the venues used for daily activities.
- There is a risk assessment for each venue carried out, which is reviewed regularly.
- Parents are always asked to sign specific consent forms before major outings.
- A risk assessment is carried out before an outing takes place.
- All venue risk assessments are made available for parents to see.
- Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility and the type of venue, as well as how it is to be reached.

- Named children are assigned to individual staff to ensure that each child is well supervised, that no child goes astray and that there is no unauthorised access to children.
- Outings are recorded in an outings record book kept in the setting, stating:
 - The date and time of the outing.
 - The venue and mode of transport used.
 - The names of the staff members assigned to each of the children.
 - The time of return.
- Staff take a mobile phone on outings, as well as emergency equipment, medicines required for individual children, a mini first aid kit, snacks and water.
- Staff take a list of children with them with contact numbers of parents/carers, as well as an accident book and a copy of our Missing Child Policy.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
- A minimum of two staff accompany children on outings and a minimum of two remain behind with the rest of the children.

First aid

Policy statement

In our setting, staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one member of staff with a current paediatric first aid certificate is on the premises, or on an outing at any one time. There is a first aid box accessible at all times with appropriate content for use with children. Any medicines given by parents for their children will be kept in a locked cupboard. We keep a written record of accidents or injuries and first aid treatment.

Procedures

Accident book

1. Our accident book is completed on the day.
2. Second accident form is completed for assessment of accidents/incidents.

The first aid kit

Our first aid kit is accessible at all times, complies with the Health and Safety (First Aid) Regulations 1981

Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

Administering medicines

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

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

The manager is responsible for ensuring all staff understand and follow these procedures.

Rosie Kneller is responsible for the correct administration of medication. She may allocate the role to the key person. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the manager is responsible for the overseeing of administering medication.

Procedures

- Children taking prescribed medication must be well enough to attend the setting.

- Only medication prescribed by a doctor (or other medically qualified person) is administered. It must be in-date and prescribed for the current condition (medicines containing aspirin will only be given if prescribed by a doctor).
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.
- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
 - the full name of child and date of birth;
 - the name of medication and strength;
 - who prescribed it;
 - the dosage to be given in the setting;
 - how the medication should be stored and its expiry date;
 - any possible side effects that may be expected; and
 - the signature of the parent, their printed name and the date.

Child's medication will be handed to the manager on arrival and placed in the lockable medicine cupboard or fridge. Parents/carers MUST then complete a consent form. Staff will be verbally made aware of this immediately and notes are put in the parent's communication book for staff to refer to.

- The administration of medicine is recorded accurately in our medication record book each time it is given and is signed by the key person/manager. Parents are shown the record at the end of the day and asked to sign the record book to acknowledge the administration of the medicine. The medication record book records the:
 - name of the child;
 - name and strength of the medication;
 - date and time of the dose;
 - dose given and method;
 - signature of the key person/manager; and
 - parent's signature.

Storage of medicines

- All medication is stored safely in a locked cupboard or refrigerated as required. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.
- The manager is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the setting to be administered on a regular or as-and-when-required basis. The manager checks that any medication held in the setting, is in date and returns any out-of-date medication back to the parent.

- All medicines are stored in our medication cupboard or fridge within our setting, verbally staff are informed of this daily and all notes are recorded in the parent's communication book.
- Any conditions or medication needed are recorded on the registration form when joining and parents/carers are given time to go through all contents of the registration form in detail on their pre-visit. Staff are all made aware of all children's needs, health care plans & risk assessments are completed. All staff are informed weekly in staff meetings.

- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

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

- A risk assessment is carried out for each child with long term medical conditions that require ongoing medication. This is the responsibility of the manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.
- Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions, key staff will need to have training in a basic understanding of the condition, as well as how the medication is to be administered correctly. The training needs for staff form part of the risk assessment.

- The risk assessment includes vigorous activities and any other activity that may give cause for concern regarding an individual child's health needs.
- The risk assessment includes arrangements for taking medicines on outings and advice is sought from the child's GP if necessary where there are concerns.
- A health care plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other staff who care for the child.
- The health care plan should include the measures to be taken in an emergency.
- The health care plan is reviewed every six months, or more frequently if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- Parents receive a copy of the health care plan and each contributor, including the parent, signs it.

Managing medicines on trips and outings

- If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form and a card to record when it has been given, including all the details that need to be recorded in the medication record as stated above.
- On returning to the setting the card is stapled to the medicine record book and the parent signs it.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form signed by the parent.
- As a precaution, children should not eat when travelling in vehicles.
- This procedure should be read alongside the outings procedure.

Managing children who are sick, infectious, or with allergies

(Including reporting notifiable diseases)

We provide care for healthy children through reducing the risk of cross infection of viruses and bacterial infections and promote health through identifying allergies and reducing the risk of contact with the allergenic substance.

Procedures for children who are sick or infectious

- If children appear unwell during the day, have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach, the manager calls the parents and asks them to collect the child, or send a known carer to collect the child on their behalf.
- The child's temperature is taken using a forehead thermometer strip, kept in the first aid box.
- If a child has a temperature, they are kept cool.
- In emergencies, call 999 or if further advice is needed 101.
- Parents are asked to take their child to the doctor before returning them to the setting; the setting can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics, parents may be asked to keep them at home for 48 hours before returning to the setting.
- After diarrhoea, parents are asked to keep children home for 48 hours or until a formed stool is passed and the child is well and able to enjoy a session.

Reporting of 'notifiable diseases'

- If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to the Health Protection Agency.
- When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency.

Nits and head lice

- Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.
- On identifying cases of head lice, all parents are informed and asked to treat their child and all the family if they are found to have head lice.

Procedures for children with allergies

- When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the Registration Form.
- If a child has an allergy, a risk assessment form is completed to detail the following:
 - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).
 - The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
 - What to do in case of allergic reactions, any medication used and how it is to be used (e.g. Epipen).
 - Control measures - such as how the child can be prevented from contact with the allergen.
 - Review.
- This form is kept in the child's personal file and a copy is displayed where staff can see it.
- Where relevant parents or a healthcare professional train staff in how to administer special medication in the event of an allergic reaction.
- No nuts or nut products are used within the setting.
- Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.
- Nut free school catering.

Oral medication

- Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
- The setting must be provided with clear written instructions on how to administer such medication.
- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.
- The setting must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.

Life saving medication and invasive treatments

Adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy).

- The provider may ask for:
 - a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
 - written consent from the parent or guardian allowing staff to administer medication; and
 - proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.

Key person for special needs children - children requiring assistance with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.

- Prior written consent must be obtained from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
- The key person must have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications.

Health and safety general standards (see whole school policy)

The health and safety of children is of paramount importance.

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

Procedures within the Pre-Prep Department

Raising awareness

- Induction training for staff and volunteers includes a clear explanation of health and safety issues, so that all adults are able to adhere to our policy and procedures, as they understand their shared responsibility for health and safety. The induction training covers matters of employee well being, including safe lifting and the storage of potentially dangerous substances.

- Health and safety issues are explained to the parents of new children, so that they understand the part played by these issues in daily life.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- Children are made aware of health and safety issues through discussions, planned activities and routines.
- We take precautions to prevent children's fingers from being trapped in doors.
- All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.
- Boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.
- All resources and materials, which are used by the children, are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.
- The outdoor area is securely fenced.
- The outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- The outdoor sand pit is covered when not in use and is cleaned regularly.
- All outdoor activities are supervised at all times.

Hygiene

- Daily routines encourage the children to learn about personal hygiene.
- There is a daily cleaning routine for the setting, which includes the play room(s), kitchen, rest area, toilets and nappy changing areas.
- There is a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene, including hand washing and drying facilities and disposal facilities for nappies.
- We implement good hygiene practices by:

- cleaning tables between activities;
- cleaning and checking toilets regularly;
- wearing protective clothing - such as aprons and disposable gloves - as appropriate;
- providing sets of clean clothes;
- providing tissues and wipes; and
- ensuring individual use of flannels, towels and toothbrushes.

Activities and resources

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children who are sleeping are checked regularly.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.
- Large pieces of equipment are discarded only with the consent of the manager and the management team.

Recording and reporting of accidents and incidents

(Including the procedure for reporting accidents and incidents to the HSE under RIDDOR requirements)

We follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are not regarded as incidents and there are separate procedures for this.

Procedures

Our accident book:

- is kept in a safe and secure place;
- is accessible to staff and volunteers, who all know how to complete it; and
- is reviewed at least half termly by the manager and Health and Safety officer for the whole school to identify any potential or actual hazards.

Reporting accidents and incidents

Ofsted is notified as soon as possible, but at least within 14 days, of any instances which involve:

- food poisoning affecting two or more children looked after on our premises;
- a serious accident or injury to, or serious illness of, a child in our care and the action we take in response; and
- the death of a child in our care.

Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and we act on any advice given by those agencies.

Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department.

Incident Book

- All incidents follow the whole school procedure.
- Major incidents, including those that are reportable to the Health and Safety Executive as above, are recorded in an incident book.
- The date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, is also recorded.
- In the unlikely event of a child dying on the premises, the emergency services are called, and the advice of these services are followed.

Nappy changing

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents

towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

Procedures

- Key persons are aware of the children in their care who are in nappies or 'pull-ups'.
- Changing areas are warm with safe areas to lay children.
- Each child has their own bag to hand with their nappies or pull ups and changing wipes.
- Gloves and aprons are put on by staff before changing starts. The changing area is cleaned with antibacterial spray between each change.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, key person / staff ensure that nappy changing is relaxed and a time to promote independence in young children.
- Children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- Children are encouraged to wash their hands, and have soap and a hand-dryer to hand. They will be allowed time for some play as they explore the water and the soap.
- Staff use gloves which are changed with each nappy change and hands are washed each time.
- Staff are gentle when changing; they avoid pulling faces and making negative comments about nappy contents
- Key person / staff do not make inappropriate comments about children's genitals when changing their nappies.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Nappies and pull ups are disposed of hygienically. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are bagged for the parent to take home.

- We have a 'duty of care' towards children's personal needs. If children are left in wet or soiled nappies/pull ups this may constitute neglect and will be a disciplinary matter.

Food and drink

Eating represents a social time for children and helps children to learn about healthy eating. We promote healthy eating. At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs.

Procedures

We follow these procedures to promote healthy eating in our setting.

- Before a child starts to attend the setting, we ask their parents about their dietary needs and preferences, including any allergies. (See the Managing Children who are Sick, Infectious or with Allergies Policy.)
- We record information about each child's dietary needs in the Registration Form and parents sign the form to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs, including any allergies, are up-to-date. Parents sign the up-dated record to signify that it is correct.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences, as well as their parents' wishes.
- We plan menus in advance.
- We display the menus of meals/snacks for parents to view on the notice board and online.
- We provide nutritious food for all meals and snacks.
- We include a variety of foods from the four main food groups.
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We are a nut free school and are aware and follow allergy information.
- We provide a vegetarian alternative and will provide for dietary needs.

- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- In accordance with parents' wishes, we offer children arriving early in the morning, and/or staying late, an appropriate meal or snack.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- We slowly introduce semi-skimmed milk from the age of two years, firstly into meals and dishes, such as in white sauces, before being offered as a drink, so that the transition is gradual.

Food hygiene

(Including the procedure for reporting food poisoning)

We provide and/or serve food for children on the following basis:

- Snacks.
- Meals.

We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

The School are registered as a food provider with the local authority Environmental Health Department.

Procedures

- The Catering Manager and her staff understand the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to their business. All the catering staff have been trained in food hygiene.
- The kitchen is subject to all the Health and Safety checks and uses reliable suppliers.
- All staff follow the guidelines of Safer Food, Better Business.
- In the setting, the person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently.
- Any food in the setting is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- Food preparation areas are cleaned before use as well as after use.
- There are separate facilities for hand-washing and for washing up.
- All surfaces are clean and non-porous.
- All utensils, crockery etc are clean and stored appropriately.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.
- When children take part in cooking activities, they:
 - are supervised at all times;
 - understand the importance of hand washing and simple hygiene rules;
 - are kept away from hot surfaces and hot water; and
 - do not have unsupervised access to electrical equipment, such as blenders etc.

Reporting of food poisoning

- Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department to report the outbreak and will comply with any investigation.

- Any confirmed cases of food poisoning affecting two or more children looked after on the premises are notified to Ofsted as soon as reasonably practicable, and always within 14 days of the incident.

Basic kitchen opening and closing checks template within Pre-Prep department

- Enter a tick ✓ and initial if satisfactory. Enter X and initial if not satisfactory and make a note below. Add action taken and if problem is resolved, sign and date.

TO BE COMPLETED DAILY

Opening checks date:					
Personal hygiene:					
Hands washed.					
Clean apron.					
Hair tied back.					
Fridge/freezer:					
Working properly.					
Temperature checked – record temps.					
Separate containers for shared fridge.					
Appliances working:					
Microwave.					
Kettle.					
Toaster					
Cloths clean:					
Dish					
Surface					
Tea towels					
Children’s food allergies checked					
No physical or chemical or pest contamination of stored food					
Closing checks date:					
Leftover food and past sell-by-date food discarded					
Crockery and utensils washed up and put away dry					

Rubbish removed / bin cleaned					
Dirty cloths removed for washing and replaced					
Work surface clean and disinfected					
Floors clean					

Report any problems here:

Action taken:

Maintaining children's safety and security on premises

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

Procedures

Children's personal safety

- We ensure all employed staff have been checked for criminal records via an enhanced disclosure through the DBS (Disclosure and Barring Service).
- Adults without full DBS are not left alone with the children.
- All children are supervised by suitable adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

- Systems are in place for the safe arrival and departure of children.
- Children are only released to the Authorised Persons, who give the appropriate Password – as detailed on the child's Registration Form.
- Parents are asked to advise us beforehand, if a different person will be collecting their and give us the appropriate password.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.

- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during sessions.

Animals in the setting and use of the school farm

Children learn about the natural world, its animals and other living creatures, as part of the Learning and Development Requirements of the Early Years Foundation Stage. This may include contact with animals, or other living creatures, either in the setting or on visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

Procedures

Animals in the setting as pets

- We take account of the views of parents and children when selecting an animal or creature to keep as a pet in the setting.
- We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.
- We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
- We ensure the correct food is offered, at the right times.
- We make arrangements for weekend and holiday care for the animal or creature.
- Children are taught correct handling and care of the animal or creature and are supervised.
- Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- Staff wear disposable gloves when cleaning housing or handling soiled bedding.
- If animals or creatures are brought in by visitors to show the children, they are the responsibility of their owner.
- The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

The school has its own farm

- Before a visit to the school farm, a review of the risk assessment is carried out. The school farm has completed a series of specific risk assessments.
- Children wash their hands after contact with animals.

- Outdoor footwear worn to visit farms is cleaned of mud and debris and should not be worn indoors.

Personal Emergency Evacuation Plan

The aim of this Personal Emergency Evacuation Plan (PEEP) is to provide people who cannot get themselves out of a building unaided with the information they require. All staff are made aware of their responsibilities.

Personal Evacuation Plan

This plan should be completed for any child/young person/adult who requires assistance with any aspect of emergency evacuation. The plan should include assistance required from the point of raising alarm to passing through the final exit of the building. Once completed this should be held by:-

- The child/young person (on file)
- Parent or carer of the child/young person
- Persons designated to assist
- Pre-Prep School
- Inclusion Officer (stored centrally)

NOTE: This plan MUST be reviewed on an annual basis (at least) and when there is a significant change in circumstances of the building, or child/young person or staff team.

Physical intervention

In line with the Abbotsholme School guidance (See whole school policy on use of Force) in general physical contact with children should be avoided, although there are occasions when it may be appropriate.

The need to use force is a last resort and is usually avoided by

- creating a calm environment
- developing positive relationships
- teaching pupils how to manage conflict and strong feelings
- de-fusing/de-escalating incidents if they do arise

However, all staff are authorised to use reasonable force, as necessary, to prevent a pupil from doing or continuing to do any of the following:

- injuring themselves or another
- causing damage to property, including the pupil's own property
- causing, or at risk of causing, injury or damage by misuse of dangerous materials or objects
- being in immediate danger e.g. spilt boiling liquid, something falling from above, pulling a child from the path of an oncoming car

Physical intervention might involve

- physically interposing between pupils
- blocking a pupil's path
- holding or pulling
- leading a pupil by the arm or hand
- shepherding a pupil away by placing a hand in the centre of the back

Physical intervention should always be kept to a minimum and appropriate to the situation

With Pre Prep children it is important they are taught to consider the needs, views, feelings and rights of others and the impact their behaviour has on other people and places. This is taught within the daily life of the children in the pre prep school. If a specific risk assessment for pupil behaviour is required for an individual pupil, this should be done by the Pre Prep Manager, key worker and parents.

Specific Training for pre prep staff

- Aim for side to side contact
- Leave a gap between adult and child body
- Keep child's back as straight as possible
- Avoid holding at joints to avoid pain and damage
- Avoid lifting the child
- Do not restrict ability to breathe

FORCE IS NEVER TO BE USED AS A PUNISHMENT

If a member of staff has had to use force to control/restrain a pupil the Pre Prep Manager and School Deputy Head should be informed immediately and a written report should be submitted to the Headmaster as soon as possible that same day. The report should detail the incident in full and include 'who, what, when, where, why', names of all adults and pupils present during the incident, any injuries suffered by staff or pupils and any first aid and/or medical attention required. Parents of pupils involved will be informed of the incident on the same day.

There will be a post incident review which will allow the member of staff to talk with a senior member of staff and also allow the senior staff to monitor incidents.

Abbotsholme School is a non-smoking school

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. No smoking is allowed anywhere in the school.

Procedures

- All staff, parents and volunteers are made aware of our No-smoking Policy.
- We display no-smoking signs.
- The No-smoking Policy is stated in our information for parents.

Weather Protection/Adverse Conditions Protection

In the event of adverse conditions, e.g. snow, gales, low temperature, electricity being switched off etc. the children's safety and welfare is paramount. We also protect children against the sun and hot weather. To protect children's safety and welfare, each situation will be assessed and a decision may be taken to close.

Snow

- If parents/carers are unsure whether we are open, telephone 01889 590217 the school reception and ask for advice.
- If you are worried about the condition of the roads and snow looks like worsening, you may decide not to risk the journey. In this case, please telephone 01889 590217 and advise us of your absence.
- When it is snowy and cold, the children need warm, waterproof clothing, hats gloves and wellington boots , all named, for playing outside.
- If we have been advised that we are going to be without power supplies, parents/carers will be advised in advance.
- In the event of children being uncollected, we will follow the procedure in our Uncollected Child Policy.
- Parents/carers are responsible for providing named sun hats which give head, face and neck protection from the sun, hats are a must for hot weather.
- Use of sunscreens to protect exposed skin is encouraged. These should be applied by parents/carers before the child arrives. Shade is provided in our outdoor areas and children are not outdoors for extensive periods of time.
- Parents are asked to provide their children with named water bottles, to enable them to access drinking water freely.

Data Protection

Children's records

We have record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the Data Protection Act (1998) and the Human Rights Act (1998). This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records Policy and the Information Sharing Policy.

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

Developmental records

- These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.
- These are usually kept in the playroom and can be freely accessed, and contributed to, by staff, the child and the child's parents.

Personal records

- These include registration and admission forms, signed consent forms, correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- These confidential records are stored in a lockable file and secure ICT file.
- Parents have access to the files and records of their own children, but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs.
- We retain children's records for three years after they have left the setting, except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years. These are kept in a secure place.

Other records

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

Transition Policy

We believe that every child benefits from good transition procedures – whether it is moving on to primary school, relocating or working in conjunction with another setting.

Procedures

- We provide each child with a Communication Diary, which is completed at each session and passed on (via parents/carers) to the other setting.

- When children relocate or move on to primary school, we liaise with the setting, passing all development progress through the EYFS, Learning Journey Files and summative assessments (with parental consent).
- Before moving, we endeavour to offer supported transitional visits.
- We provide Transition Reports (with parental consent) to the new setting/school.

Transfer of records to school

We recognise that children sometimes move to another early years setting before they go on to school, although many will leave our setting to enter a nursery or reception class. We prepare children for these transitions and involve parents and the receiving setting or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage in order to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer. Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board. The procedure guides this process and determines what information we can and cannot share with a receiving school or setting.

Procedures

Transfer of development records for a child moving to another early years setting or school

- Using the Development Matters in the Early Years Foundation Stage guidance and our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.
- The record refers to:
 - o any additional language spoken by the child and his or her progress in both languages;
 - o any additional needs that have been identified or addressed by the setting;
 - o any special needs or disability, whether a CAF was raised in respect of special needs or disability, whether there is a Statement of Special Educational Needs, and the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.
- When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.
- If there have been any welfare or protection concerns, a star is placed on the front of the assessment record.

- *Transfer of confidential information*
- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in the setting and what was done about them.
- A summary of the concerns will be made to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these.
- Where a CAF has been raised in respect of any welfare concerns, the name and contact details of the lead professional will be passed on to the receiving setting or school.
- Where there has been a s47 investigation regarding a child protection concern, the name and contact details of the child's social worker will be passed on to the receiving setting or school – regardless of the outcome of the investigation.
- This information is posted or taken to the school or setting, addressed to the setting or school's designated person for child protection and marked as 'confidential'.