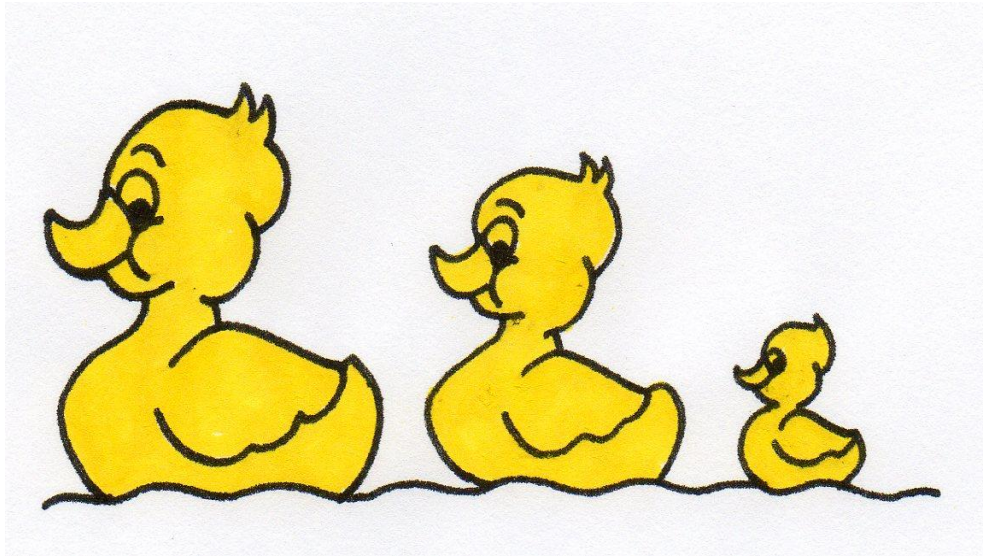


Little Ducks Pre-school Ltd



Policies and Procedures

Updated September 2026

0 Policy and procedures implementation and review policy

Alongside associated procedures in this Policy and Procedures folder, this policy was adopted by Little Ducks Pre-School on 4th September 2026.

Aim

We have one set of policies and procedures which are consistent across our early education and childcare provision and in line with the current EYFS requirements.

Objectives

We adhere to and implement operational policies and procedures by:

- ensuring that all members of staff are aware of their role and responsibility in policy and procedure implementation
- ensuring that members of staff are aware of the content of the policies and procedures through:
 - induction
 - line management and staff meetings and training events
 - contributing feedback to procedure review
 - use of relevant publications
 - Ensuring all staff are aware of this folder, allocated in our Staff Box, with the document kept as a live document and reviewed regularly – at least yearly or if relevant legislation changes.
- Staff are aware of their duty to adhere to the operational policies and procedures and how they contribute to a consistent approach throughout the organisation.

Legal references

Childcare Act (2006)

Education Act (2011)

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NOTE: information on “Legal Framework” and “Further Guidance” relating to these policies can be found in the Pre-school Learning Alliance “Policies and Procedures for the Early Years Foundation Stage” document

1.0 Child Protection

1.1 Children's rights and entitlements

Policy statement

- We promote children's right to be strong, resilient and listened to by creating an environment at Little Ducks Pre-school 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 early years settings and in community life;
- confident in abilities and proud of their achievements;
- progressing optimally in all aspects of their development and learning;
- to be part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
- to participate and be able to represent themselves 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 self and others;
- to develop a sense of responsibility towards self and others; and
- to 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.

Safeguarding and Child Protection Policy

Little Ducks Preschool Ltd

August 2026

APPROVED BY: Caroline Fenwick September 2026

POLICY TO BE REVIEWED: September 2027

Designated Safeguarding Lead (DSL):	Annie Hill
Deputy Designated Safeguarding Lead (DDSL)	Caroline Fenwick

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1. Introduction

‘Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them’

Statutory framework for the Early Years Foundation Stage (DfE 2026)

This policy is for Management, staff, parents / carers, volunteers, and the wider setting community. It forms part of the safeguarding arrangements for our setting and should be read in conjunction with the following:

- [Statutory framework for the early years foundation stage](#) (DfE, 2026);
- our Behaviour Policy, and:
- our Staff Code of Conduct
- our Attendance Policy

Safeguarding and promoting the welfare of children (*everyone under the age of 18*) is defined in [Keeping children safe in education](#) (DfE, 2026), as:

- ☐ Providing help and support to meet the needs of children as soon as problems emerge
- ☐ protecting children from maltreatment, whether that is within or outside the home, including online
- ☐ preventing the impairment of children’s mental and physical health or development
- ☐ ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- ☐ taking action to enable all children to have the best outcomes

We follow a whole-setting approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do, and underpins all systems, processes, and policies. It is important that our values are understood and shared by all children, staff, parents / carers, volunteers, and the wider setting community. Only by working in partnership, can we truly keep children safe.

Early Years providers must take all necessary steps to keep children safe and well by:

- ✓ Safeguarding children
- ✓ Ensuring the people who have contact with children are suitable
- ✓ Promoting good health
- ✓ Supporting and understanding behaviour
- ✓ Maintaining records, policies, and procedures

2. Statutory framework

There is government guidance set out in [Working Together to Safeguard Children](#) (DfE, 2026) on how agencies must work in partnership to keep children safe. This guidance places a shared and equal

duty on three Safeguarding Partners (the Local Authority, Police and Health) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements. These arrangements sit under the [Essex Safeguarding Children Board \(ESCB\)](#). In Essex, the statutory partners are Essex County Council, Essex Police and NHS Essex Integrated Care Board.

Early years settings have a duty under section 40 of the Childcare Act 2006 to comply with the safeguarding and welfare requirements of the Early Years Foundation Stage, under which settings are required to take necessary steps to safeguard and promote the welfare of young children. The Early Years Statutory Framework 2026 now includes guidance regarding Safer Sleep, Safer Eating, Choking and Allergy Prevention and banned dog breeds. We will ensure that our safeguarding practice and procedures will comply with these expectations.

In addition to national statutory guidance, in Essex, all professionals must work in accordance with the [SET Procedures](#). This is local guidance which sets out the child protection and safeguarding arrangements in Essex.

Our setting also works in accordance with the following legislation and guidance (this is not an exhaustive list):

- [Statutory framework for the early years foundation stage \(DfE 2026\)](#)
- [Working Together \(DfE, 2026\)](#)
- [What to do if you're worried a child is being abused \(HMG, 2015\)](#)
- [The Prevent Duty guidance \(Home Office, 2023\)](#)
- [Effective Support for Children and Families in Essex \(ESCB 2026\)](#)
- [Understanding and supporting behaviour - Safe practice for schools](#) (Essex County Council)
- [Children Act \(HMG, 1989\)](#)
- [Children Act \(HMG, 2004\)](#)
- [Childcare Act \(HMG, 2006\)](#)
- [Children and Social Work Act \(HMG, 2017\)](#)
- [Keeping Children safe in education \(DFE, 2026\)](#)
- [Counter-Terrorism and Security Act \(HMG, 2015\)](#)
- [Help for early years providers: Screen use \(DfE 2026\)](#)

3. Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within settings and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our setting with these specific responsibilities (the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead) are shown on the cover sheet of this

document. However, we are clear that safeguarding is everyone's responsibility and that everyone who comes into contact with children has a role to play.

The management committee

The management committee has strategic oversight of our safeguarding arrangements. It ensures that these arrangements operate effectively, as follows:

- we have appropriate policies in place;
- our staff receive the right training to keep children safe, including regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe;
- we have a named Designated Safeguarding Lead (DSL) who takes lead responsibility for safeguarding children, and a deputy (DDSL) to provide cover when the DSL is absent (their names are on the front page of this policy);
- all adults in our setting who work with children undergo safeguarding and child protection training at induction as appropriate, which is regularly updated;
- our setting contributes to inter-agency working, in line with statutory and local guidance;
- information is shared and stored appropriately and in accordance with statutory requirements;
- we have safer recruitment and selection procedures in place that help to deter, reject, or identify people who might abuse children;
- we meet statutory responsibilities to check adults working with children;
- we ensure all staff, students and volunteers are subject to appropriate recruitment, vetting and suitability checks in line with EYFS requirements, including enhanced DBS and barred list checks where required
- individuals do not commence work or volunteering until appropriate checks have been completed
- we ensure staff are aware of their duty to disclose any information that may affect their suitability to work with children, including arrests, charges, cautions, convictions, court orders or other relevant matters

The Designated Safeguarding Lead (DSL)

Our DSL is responsible for liaison with local statutory children's services agencies, including Essex Social Care and other agencies as required. The DSL provides support, advice, and guidance to staff on an ongoing basis, and on any specific safeguarding issues as required.

Our DSL and deputy (DDSL) attend child protection training to enable them to identify, understand and respond appropriately to signs of possible abuse and neglect. This is undertaken at least every two years (in line with statutory requirements) and they will access other appropriate training alongside this to ensure they have the appropriate knowledge and understanding to carry out their role.

The DSL also ensures that everyone in our setting (including temporary staff, volunteers, visitors, and contractors) is aware of our child protection procedures and that they are followed at all times. They also ensure that all staff receive appropriate safeguarding training (in line with Annex C: criteria for effective safeguarding training) and that they are supported to implement safeguarding policies effectively in practice.

All staff

Everyone in our setting has a responsibility to provide a safe environment in which our children can learn. We recognise that any child may benefit from early help and all our staff members are aware of

the Essex Early Help Support procedures and our role in it. They are aware of signs of abuse and neglect so they are able to identify children who may need help or protection.

All staff members are aware of and follow our procedures (as set out in this policy) and know how to make a request for support to Essex Social Care if there is a need to do so. Staff understand that, if they have any concerns about a child's welfare, they must act on them immediately and speak with the DSL or DDSL – they do not assume that others have taken action.

Our staff understand that children may not always feel able or know how to tell someone that they are being abused, perhaps due to their age, or because they are embarrassed, or they may not always recognise that they are being abused. We recognise there are many factors which may impact on our children's welfare and safety, and we understand safeguarding in the wider context (contextual safeguarding). We also understand that abuse, neglect, and safeguarding issues are rarely 'stand-alone' events and that, in most cases, multiple issues will overlap.

Our staff will always reassure children who report abuse / victims of abuse that they are taken seriously and that they will be supported and kept safe. We will never make a child feel ashamed for reporting abuse, nor make them feel they are causing a problem.

4. Types of abuse / specific safeguarding issues

Information about abuse and harm including examples of specific safeguarding issues is set out below. Further information about types of abuse and harm is given in:

- [What to do if you're worried a child is being abused: Advice for practitioners \(HMG, 2015\)](#)
- [Keeping children safe in education \(DfE, 2026\)](#)

Keeping Children Safe in Education describes abuse as 'a form of maltreatment of a child'. It sets out that:

"Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others... Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse."

The guidance refers to four main categories of abuse:

- **Physical** - *may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent / carer fabricates the symptoms of, or deliberately induces, illness in a child*
- **Emotional** - *the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development*
- **Sexual** - *forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children*
- **Neglect** - *persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development*

Child-on-child abuse, including harmful sexual behaviour

Child on child abuse can manifest itself in many ways and may occur in person and / or online. We do not tolerate harmful behaviour of any kind in our setting and will take swift action to intervene where this occurs, challenging inappropriate behaviours when they occur to prevent them from escalating. We do not normalise harmful behaviour or abuse, and it is not tolerated in our setting. Our culture is very much one of kindness, compassion, hope, connection and belonging.

Any incidents of child-on-child abuse will be managed in the same way as any other child protection concern, and we will follow the same procedures. We will seek advice and support from other agencies as necessary and ensure that appropriate agencies are involved when required.

Our setting recognises that some children may abuse other children and that this may happen in our setting or outside of it. We understand there are many reasons why a child may display harmful behaviours towards other children, and that these matters are sensitive and often complex. We recognise our setting may be the only stable, secure and safe element in the lives of some children, particularly those who have experienced harm and trauma. We have a duty to safeguard all children and, whilst inappropriate behaviours will be challenged and addressed, it is always considered in the context of providing appropriate support to all children where harmful behaviour has occurred. We will always take a balanced and proportionate approach to risky or harmful behaviour.

We understand the barriers which may prevent a child from reporting abuse and work actively to remove these. We support children to learn about healthy, positive relationships, how to report concerns, and to help them understand, in an age-appropriate way, what abuse is. We aim to provide children with the language to report abuse and to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. We will never make a child feel ashamed for reporting abuse, nor that they are creating a problem by doing so. We never assume, if abuse is not being reported, that it is not occurring in our setting – we are vigilant to signs of abuse and promote a culture of safety and understanding.

It is normal for some children to display sexualised behaviour towards other children as they develop. However, harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children, and which may be harmful or abusive. It may also be referred to as sexually harmful behaviour or sexualised behaviour. HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children, or adults. It is harmful to the children and young people who display it, as well as those it is directed towards.

We understand that, if a child's sexual behaviour is not developmentally appropriate or expected for their age, it is important to respond quickly, before the behaviour becomes harmful to that child or other children. We recognise HSB may also be a sign that a child has suffered their own trauma or abuse, and we will respond to ensure they receive the right help at the right time to address the concerning behaviour.

Domestic abuse

Domestic abuse can involve a wide range of behaviours and may be a single or multiple / ongoing incidents. It can include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. We understand that anyone can be a victim of domestic abuse, and that it can take place inside or outside of the home.

Our setting recognises that exposure to domestic abuse (either by witnessing or experiencing it) can have a serious, long-term emotional and psychological impact on children. We work with other key partners, and we receive and share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

In Essex, the [Southend, Essex and Thurrock Domestic Abuse Board \(SETDAB\)](#) is responsible for designing and implementing the Domestic Abuse Strategy and provides advice, guidance and resources to support work around domestic abuse.

Risk in the community (RIC)

Risk in the community is the Essex partnership approach to tackling criminal and sexual exploitation of children and young people.

We understand that safeguarding incidents and behaviours can be associated with factors in the community, outside a child's home or our school. All staff are aware of 'contextual safeguarding' and we are therefore mindful of things in a child's life which may be a threat to their safety and / or welfare. We always consider relevant information when assessing any risk to a child and will share it with other agencies when appropriate, to support better understanding of a child and their family. This is to ensure that our children and families receive the right help at the right time and to help keep our children safe.

Emotional wellbeing

Children's personal, social, and emotional development (PSED) is crucial for them to lead healthy and happy lives and is fundamental to their cognitive development. We understand that a child's positive wellbeing is vital and that poor wellbeing can, in some cases, be an indicator that a child has suffered

or is at risk of suffering abuse, neglect or exploitation. We recognise that where children have suffered abuse or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

It is vital that we work in partnership with parents/carers to support the wellbeing of our children. We expect parents/carers, if they have any concerns about the wellbeing of their child, to share this with us, so we can ensure that appropriate support and interventions can be identified and implemented.

Prevention of radicalisation

Children can be vulnerable to radicalisation and extremism in the same way they are vulnerable to other safeguarding issues. Keeping Children Safe in Education (DfE, 2026) defines the following:

Extremism: the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

Radicalisation: refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

Terrorism: an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

The [Counter-Terrorism and Security Act](#) (HMG, 2015) placed a duty on childcare providers and schools. Under section 26 of the Act, childcare providers and schools are required, in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the **Prevent Duty**.

Channel is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from an educational setting may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Honour or faith-based abuse (including Female Genital Mutilation and forced marriage)

Honour or faith-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. We understand that this form of abuse often involves a wider network of family or community pressure and can include multiple perpetrators.

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

The Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of FGM where it appears to have been carried out on a girl under the age of 18. Our setting operates in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.

A *forced marriage* is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. We will always report any concerns that a child may be or has been subjected to a forced marriage and will work with the appropriate agencies.

5. Children potentially at greater risk of harm

We recognise that some children may potentially be at risk of greater harm and require additional help and support. These may be:

- children with a Child in Need or Child Protection Plan, those in Care or previously in Care
- children with special educational needs, disabilities or health issues
- children requiring support with mental health
- children with parents in need of support
- children with medical needs

Our setting understands that children with special educational needs (SEN) and / or disabilities can face additional safeguarding challenges and that barriers can exist when recognising abuse and neglect for these children. These can include:

- ☐ that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability
- ☐ that they may be more prone to peer group isolation than others
- ☐ that they may be disproportionately impacted by things like bullying, without outwardly showing signs
- ☐ potential communication difficulties in managing or reporting abuse or recognising that abuse is occurring
- ☐ potential additional risks due to higher dependency on adults and / or need for intimate care
- ☐ issues with understanding the risks online and how it may influence their behaviour

We work with Social Care and other relevant agencies to ensure there is a joined-up approach to planning for all children and that they receive the appropriate help and support.

6. Procedures

Our setting works with key local partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support (through a Child In Need or a Child Protection plan).

All staff members have a duty to identify and respond to suspected / actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to the setting who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred, **must** report it immediately to the DSL (or, in their absence, the DDSL).

All action is taken in accordance with the following guidance:

- ☐ Statutory framework for the early years foundation stage (DfE, 2026)
- ☐ Keeping Children Safe in Education (DfE, 2026)
- ☐ Working Together to Safeguard Children (DfE, 2026)
- ☐ Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2026)
- ☐ 'Effective Support for Children and Families in Essex' (ESCB)
- ☐ PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub and / or the Police. Less urgent concerns or requests for support will be sent to the Children and Families Hub via [Essex Effective Support](#) . The setting may also seek advice from Essex Social Care or another appropriate agency about a concern if we are unsure how to respond to it.

Wherever possible, we will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents / carers. However, we will not do so where it is felt that to do so could place a child at greater risk of harm or impede a criminal investigation, or where we are advised not to. If it is necessary for another agency to meet with a child in the setting, we will always seek to inform parents or carers, unless we are advised not to by that agency. On occasions, it may be necessary to consult with the Children and Families Hub and / or Essex Police for advice on when to share information with parents / carers.

All staff understand that, if they continue to have concerns about a child, or feel a concern is not being addressed or does not appear to be improving, they should press for re-consideration of the case with the DSL.

If, for any reason, the DSL or DDSL is not immediately available, this will not delay any appropriate action being taken. Safeguarding contact details are displayed in our setting to ensure that all staff members have access to urgent safeguarding support, should it be required. Any individual may refer to Social Care where there is suspected or actual risk of harm to a child.

When new staff, volunteers or regular visitors join our setting they are informed of the safeguarding arrangements in place, the name of the DSL and DDSL and how to share concerns with them.

7. Working with other partners to keep children safe

It is the responsibility of the DSL to ensure our setting is represented at, and that a report is submitted to, any statutory meeting called for children currently at our setting or previously known to us. Where possible and appropriate, any report will be shared in advance with parent(s) / carer(s). The member of staff attending the meeting will be fully briefed on any issues or concerns the setting has and be prepared to contribute to the discussions.

If a child is subject to a Care, Child Protection or a Child in Need plan, the DSL will ensure the child is monitored regarding their attendance, emotional wellbeing, EYFS progress, welfare, and presentation. If the setting is part of the core group, the DSL will ensure the setting is represented, provides appropriate information, and contributes to the plan at these meetings. Any concerns about a plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the DSL will inform the child's key worker immediately and then record that they have done so and the actions agreed.

8. Training

The DSL and DDSL undertake Level 3 safeguarding training at least every two years. The Manager and all staff receive appropriate safeguarding training at least annually, in line with ESCB expectations.

In addition, all staff and other adults working with children in our setting receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken are kept for all staff.

9. Information sharing and confidentiality

Sharing information is a key part of safeguarding work and decisions about how much information to share, with whom and when, can have a profound impact on a child's life. Effective information sharing can help to ensure that a child receives the right help at the right time and can prevent a concern from becoming more serious and difficult to address.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information, where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life, would not prevent sharing information where there are real safeguarding concerns. Fears about sharing information cannot (and will not) stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Our staff will never guarantee confidentiality to anyone (including parents / carers, or children) about a safeguarding concern, nor promise to keep a secret. In accordance with statutory requirements, where

there is a child protection concern, this must be reported to the DSL or DDSL and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the DSL or DDSL with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

Where a child is attending another setting at the same time as attending ours we may, where appropriate, link with the other setting. Wherever possible, we will inform parents / carers of our intention to do this, unless to do so would place the child at further risk.

10. Child protection records

Well-kept records are essential to good child protection practice. Our setting is clear about the need to record any concern held about a child or children within our setting and when these records should be shared with other agency.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time, and location. All records will be dated and signed and will include the action taken. This is then presented to the DSL or DDSL, who will decide on appropriate action and record this accordingly.

Any records relating to child protection are kept on an individual child protection file for that child (which is separate to any other child file). All child protection records are stored securely and confidentially until the child transfers to another educational setting.

In line with statutory guidance, where a pupil transfers from our school to another educational setting their child protection records will be securely forwarded to the new setting. We will obtain evidence that they been safely received by the new setting and then destroy any records held in our setting. Where appropriate, the Designated Safeguarding Lead may also make contact with the new setting in advance of the child's move there, to enable planning so appropriate support is in place when the child arrives.

Where a child joins our setting, we will request child protection records from the previous educational setting (if applicable, and if none are received).

Where a child is attending another setting at the same time as ours, we will share any child protection records where appropriate and where it is in the best interests of the child. We will link with other settings when there is a need to so and we will be transparent with parents when we do so (unless to do so would place a child at further risk of harm).

11. Allegations about members of the children's workforce

We ensure all staff members (including agency staff) are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in our Staff Behaviour policy / Code of Conduct. All staff are regularly reminded of this through updates and training and are also informed about our Whistleblowing Policy.

Keeping Children Safe in Education (DfE 2026) and the SET procedures (ESCB 2026) set out the procedures in respect of allegations against an adult working with children (in a paid or voluntary capacity). These procedures should be followed where an adult has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Any concerns about an adult in our setting should be reported to the Manager or the Deputy Manager, who will then decide how to take this forward. In some cases, it might not be clear whether an incident constitutes an allegation. If this is the case, it will be necessary for us to explore the concerns to establish some facts – this initial fact-finding is not an investigation, it is to clarify information and to direct our response to the concern raised.

Where an allegation against an adult in our setting is received, and it is felt that any of the above criteria apply, the SET procedures (ESCB, 2026) require this to be reported to the Duty Local Authority Designated Officer (LADO) at the Essex Workforce Allegations Team at LADO@essex.gov.uk. This should be done by the Manager or Deputy Manager within one working day (or sooner via 03330 139797 if **immediate safeguarding is required**). Where the concern is about the Manager, it should be reported direct to the Proprietor. In the event of an allegation relating to the conduct and behaviour of an agency member of staff, the LADO will liaise with the agency, while following due process, to facilitate a joint investigation or enable the agency to move this forward.

In accordance with the Statutory framework for the early years foundation stage (DfE, 2025), we will also inform Ofsted of any allegations of harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). We will also notify Ofsted of the action taken in respect of the allegations. We will make these notifications as soon as reasonably practicable, but within 14 days of the allegations being made. We are aware that not complying with these requirements without reasonable excuse is committing an offence.

Staffing matters are confidential, and the setting operates within a statutory framework around Data Protection. We do not share information about any individual staff member with anyone other than any appropriate statutory agency.

12. Physical intervention and use of reasonable force

Our Behaviour Policy sets out our approach to behaviour for all children and also for those with more challenging or harmful behaviour. We recognise there are some children who have needs that require additional support and a more personalised approach and we always consider all behaviour, and our response to it, in the context of safeguarding.

There are occasions when staff will need to have physical contact with children. These may include:

- to comfort a child in distress (*appropriate to their age and individual specific needs identified through a risk assessment*)
- to direct a child
- for curricular reasons (*for example during physical activity, or when we are using music*)
- in an emergency, to avert danger to the child or others

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children, such as guiding a child to safety. 'Reasonable' means using no more force than is needed. Our setting works in accordance with statutory and local guidance on the use of reasonable force and recognises that where intervention is required, it should always be considered in a safeguarding context.

13. Whistleblowing

Anyone working or volunteering at our setting should be able to raise concerns about poor or unsafe practice and feel confident any concern will be taken seriously by the leadership team. We have 'whistleblowing' procedures in place, and these are available in our Whistleblowing Policy. However, any member of staff who feels unable to raise concerns internally, or where they feel their concerns have not been addressed, may contact the [NSPCC whistleblowing helpline](https://www.nspcc.org.uk/keeping-children-safe/whistleblowing/) on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or at: help@nspcc.org.uk.

Parents / carers or others in the wider setting community with concerns can contact the NSPCC general helpline on 0808 800 5000 (24-hour helpline) or email: help@nspcc.org.uk.

14. Online Safety

Technology forms part of the Early years foundation stage statutory framework; computer skills are key to accessing learning. All staff in our setting are aware of the risks to children online, and understand that any child can be vulnerable, and that their vulnerability can vary according to age, developmental stage, and personal circumstances. We help our children to begin to learn how to use technology safely, and to be safe online. We will engage with our parents / carers about online safety to support them in keeping their children safe at home when using technology. Children must be safeguarded from inappropriate and potentially harmful content online. We apply appropriate settings to all devices used by the children at our setting, and monitor and review this regularly. We will ensure that we refer to the

guidance on children's screen use as in early years settings [Help for early years providers: Screen use \(DfE 2026\)](#)

15. Use of mobile phones

We acknowledge that mobile phones are often the only means of contact available and can be helpful in supporting safeguarding arrangements in settings, including when on outings. In our setting, when mobile phones are used, this is underpinned by a risk assessment and operated within a clear framework, so everyone understands their responsibilities in ensuring phones are used safely.

We will ensure that staff **personal** mobiles:

- are stored securely *in the ward room* and will be on silent whilst staff are on duty
- are not used to take pictures of any children attending the setting
- are not used to take photographs, video, or audio recordings in our setting
- are not used to contact parents / carers or children except in the event of an emergency
- are not used by visitors

16. Use of cameras, photography and images

Most people who take or view photographs or videos of children do so for acceptable reasons. However, due to cases of abuse to children through taking or using images, we must ensure that we have safeguards in place.

To keep our children safe, we will:

- always obtain consent from parents / carers for photographs or video recordings to be taken, used, or published (for example, on our website or displays and tapestry).
- ensure only the setting's designated cameras are used when photographing or videoing children
- ensure that children are appropriately dressed if photographs or videos are to be taken
- ensure that children's names are not displayed alongside any photographs in a public space
- ensure that personal devices including cameras, mobile phones, tablets, smart watches, or other such technology are not used to take photographs, video, or audio recordings in our setting without prior explicit written consent from the setting
- ensure that all images are stored securely and in accordance with statutory guidance

- ensure where professional photographers are used that the appropriate checks, such as those with the Disclosure and Barring Service, references and parental consent are obtained prior to photographs being taken.

17. Attendance

Whilst there is no legal requirement for children to attend a setting before the term after their fifth birthday, we understand the importance of good attendance at our setting as a protective factor and also to support the development and wellbeing of our children. Repeated and unexplained absence from the setting can be a concern for a number of reasons:

- it is a potential indicator of abuse or neglect
- it can significantly impact on a child's progress and / or wellbeing

In accordance with our Attendance Policy and as part of safeguarding and Health and Safety procedures, we keep a daily record of the names of the children being cared for on the premises and their hours of attendance. This data is used to identify patterns of absence as they emerge, to ensure any concerns are identified and addressed at an early stage. We also have procedures to follow up on absence from our setting and may work with other relevant agencies where it is appropriate to do so, or where we have concerns about a child.

Appendix A:

Concern for a child or young person and their family

As concerns emerge

- ✓ In agency/organisation/education setting based meeting with the family

Consultation opportunities

- ✓ Consultation with your organisation's designated safeguarding person/safeguarding lead
- ✓ TAFSO@essex.gov.uk
- ✓ [Early Help Drop-ins](#) – (link will take you to days, time and joining info)
- ✓ SET CAMHS Professional Consultation Line available Mon-Thurs 10am-midday. Tel: 0300 300 1996 - professionals only

*** Always record your concern and outcome of any consultation ***

Further resources available

- ✓ Review your concerns against the [Indicators of need](#) (within the Effective Support document)
- ✓ Find a service in the [Essex Directory of Services](#) or [Frontline](#)
- ✓ SEND needs [Essex Local Offer](#) or SEND [Information, Advice & Support](#)
- ✓ [Essex Child & Family Wellbeing Service](#)
- ✓ [Early Help plan template](#)

Safeguarding concerns for child, young person and their family

Consultation with your organisation's designated safeguarding person/safeguarding lead.

Safeguarding Consultation with the Children & Families Hub 0345 603 7627.

Submission of a [Request for Support](#) to the Children & Families Hub or use the Priority Line for most urgent child protection concerns (call 0345 603 7627 and ask for the priority line).

The Children and Families Hub triage the information shared and make a decision about level of need.

For those Requests for Support that do not require a Family Solutions or Children's Social Care intervention, the referrer will receive feedback explaining the rationale for the decision.

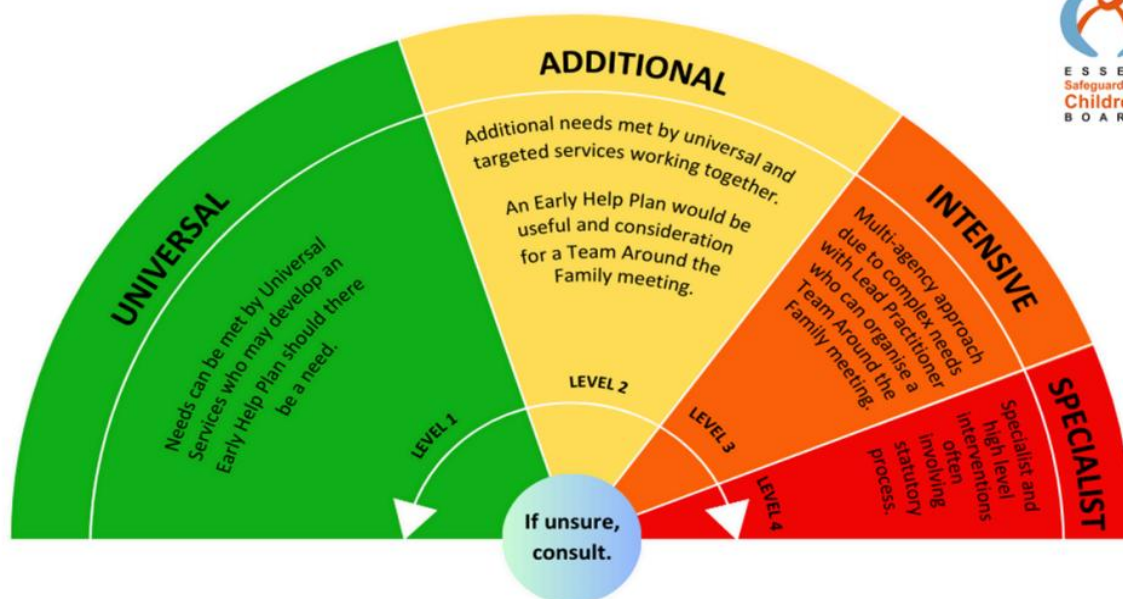
Early Help

Family Solutions

Children's Social Care

Appendix B: Essex Windscreen of Need and levels of intervention

The Effective Support Windscreen



All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs. We will always seek to work together to provide support to children, young people and their families at the lowest level possible in accordance with their needs.

Children with **Additional** needs are best supported by those who already work with them, such as Family Hubs or schools, organising additional support with local partners as needed. When an agency is supporting these children, an Early Help Plan and a Lead Professional are helpful to share information and co-ordinate work alongside the child and family.

For children whose needs are **Intensive**, a coordinated multi-disciplinary approach is usually best, involving either an Early Help Plan or a Shared Family Assessment (SFA), with a Lead Professional to work closely with the child and family to ensure they receive all the support they require. Examples of intensive services are children's mental health services and Family Solutions.

Specialist services are where the needs of the child are so great that statutory and/or specialist intervention is required to keep them safe or to ensure their continued development. Examples of specialist services are Children's Social Care or Youth Offending Service. By working together effectively with children that have additional needs and by providing coordinated multi-disciplinary/agency support and services for those with intensive needs, we seek to prevent more children and young people requiring statutory interventions and reactive specialist services.

Appendix C: signs and symptoms of abuse

Signs of possible abuse

- **Physical** - children with frequent injuries, unexplained or unusual fractures / broken bones, unexplained bruises, or cuts; burns or scalds; or bite marks
- **Emotional** - children who are excessively withdrawn, fearful, or anxious about doing something wrong; parents / carers who withdraw attention from their child, giving the child the 'cold shoulder'; parents / carers blaming their problems on their child; parents / carers who humiliate their child (eg: name-calling / making negative comparisons)
- **Sexual** - children who display knowledge / interest in sexual acts inappropriate to their age; children who use sexual language / have sexual knowledge that you wouldn't expect them to have; children who ask others to behave sexually / play sexual games; children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections / underage pregnancy
- **Neglect** - children living in a home that is indisputably dirty or unsafe; children who are hungry or dirty; children without adequate clothing (eg: not having a winter coat, shoes); children living in dangerous conditions (eg: around drugs, alcohol, or violence); children who are often angry, aggressive, or self-harm; children who fail to receive basic health care; parents / carers who fail to seek medical treatment when their children are ill or are injured

1.3 Looked after children

Policy statement

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

Definition of 'Looked after Children' (LAC): Children and young people 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 LAC 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 may have experienced traumatic situations; physical, emotional or sexual abuse or neglect but 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 impact on their emotional well-being.

Our policy and practice guidelines for looked after children are based on these two important concepts, attachment and resilience. The basis of this is to promote secure attachments in children's lives as the basis for resilience. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We offer places to two-year-old children who are in care and show signs of having formed a secure attachment to the carer and where 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 has 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 child protection co-ordinator.
- The designated person and the child's key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared.
- We recognise the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth 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 may be a professionals meeting that will determine the objectives of the placement and if necessary draw up a care plan that will be reviewed regularly.
- A care plan needs to consider such issues for the child as:
 - the child's emotional needs and how they are to be met;
 - how any emotional issues and problems that affect behaviour are to be managed;
 - the child's sense of self, culture, language/s and identity – how this is to be supported;
 - the child's need for sociability and friendship;
 - the child's interests and abilities and possible learning journey pathway; and
 - how any special needs will be supported.
- In addition a care plan would 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 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's 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, 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 relationship with his or her key person sufficient 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 7 areas of learning.
 - 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.
 - Transition to school will be handled sensitively and 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.

1.4 Uncollected child

Policy statement

In the event that a child is not collected by an authorised adult at the end of a session/day, we put into practice agreed procedures to ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child to cause as little distress as possible.

Parents/carers are aware of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for. They are provided with contact numbers for the setting and the proprietor.

Procedures

- Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:
 - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
 - Who has parental responsibility for the child.
 - On occasions when parents are aware that they will not be at home or in their usual place of work, they should 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 – usually by signature on the registration form or a password.
-
- If a child is not collected at the end of the session/day, we follow the following procedures:
 - 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 from the setting - and whose telephone numbers are recorded on the Registration Form - are contacted.
 - All reasonable attempts are made to contact the parents or nominated carers.
 - The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
 - If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children. (child protection procedures will be applied)
 - We contact our local authority children's social services care team:
Brentwood Social Care 0845 603 7627
Out of hours line 0845 606 1212
 - The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
 - Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
 - Under no circumstances do staff go to look for the parent, nor do they take the child home with them.
 - A full written report of the incident is recorded in the child's file.
 - Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
 - Ofsted may be informed: 08456 404040

- Our local Pre-school Development Worker Sally Smith may also be informed.
Sally.Smith2@essex.gov.uk 03330 131972 or 07557 168030

1.5 Missing child

Policy statement

Children's safety is maintained as the highest priority at all times both on and off premises. Every attempt is made through carrying out the outings procedure and the 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 key person/staff alerts the manager.
- The manager will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- 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, the parent is contacted and the missing child is reported to the police.
- The manager talks to the staff to find out when and where the child was last seen and records this.
- The manager contacts the proprietor if they are not on the premises and reports the incident. The proprietor carries out an investigation and may come to the setting immediately.

Child going missing on an outing

This describes what to do when staff have taken a small group on an outing, leaving the manager and/or other staff back in the setting. If the manager has accompanied children on the outing, the procedures are adjusted accordingly.

- What to do when a child goes missing from a whole setting 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, staff on the outing ask children to stand with their designated person 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.
- The proprietor or manager is contacted immediately and the incident is reported.
- The manager/proprietor contacts the police and reports the child as missing.
- The manager/proprietor contacts the parent, who makes their way to the setting or outing venue as agreed. The setting is advised as the best place, as by the time the parent arrives, the child may have been returned to the setting.
- Staff take the remaining children back to the setting.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.

- The manager contacts the proprietor if they are not on the outing and reports the incident. The proprietor carries out an investigation and may come to the setting immediately.
- The manager, or designated staff member may be advised by the police to stay at the venue until they arrive.

The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The manager together with the proprietor, speaks with the parent(s).
- The proprietor will carry out a full investigation taking written statements from all the staff in the room or who were on the outing.
- The key person/staff member writes an incident report detailing:
 - The date and time of the report.
 - What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
 - When the child was last seen in the group/outing.
 - What has taken place in the group or outing since the child went missing.
 - The time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's Social Care may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed.
- 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.
- The 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.
- Staff may be the understandable target of parental anger and they may be afraid. The proprietor needs to ensure that 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 staff and may single out one staff member over others; they may direct their anger at the proprietor/manager. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the manager and the other should be the proprietor. No matter how understandable the parent's anger may be, aggression or threats against 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. The 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, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The proprietor will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.

2.0 Suitable People

2.1 Employment

Policy Statement

Our staff are appropriately qualified and we carry out checks for criminal and other records through the Criminal Records Bureau in accordance with statutory requirements.

Procedures

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the Criminal Records Bureau for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.
- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced CRB / DBS check.

Disqualification

- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated.

Changes to staff

- Ofsted would be informed of any changes in the person responsible for our setting.

Training and staff development

- The proprietor, manager holds level 5 qualification (Early Years Childcare and Education) and supervisors hold the CACHE Level 3 Diploma in Pre-school Practice or an equivalent qualification and a minimum of half of our staff hold the CACHE Level 2 Certificate in Pre-school Practice or an equivalent or higher qualification.
- We provide regular in-service training to all staff - whether paid staff or volunteers.
- Our setting budget allocates resources to training.
- We provide staff induction training in the first 2 weeks of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Managing staff absences and contingency plans for emergencies

- Staff may take holiday during term time with the agreement of the proprietor and where cover from other staff is provided to maintain ratios.
- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary in accordance with the contract of employment.

2.2 Student placements

Policy Statement

This setting recognises 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 years qualifications and training. We also offer placements for school pupils on work experience. We aim to provide for students on placement with us experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

Procedures

- We require students on qualification courses to meet the 'suitable person' requirements of Ofsted and have CRB checks carried out.
- Schools placing students under the age of 17 years with the setting usually do so through Trident and all relevant forms, risk assessments and evaluations are completed..

- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios but trainee staff employed by the setting may be included in the ratios if they are deemed competent.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to keep to our confidentiality policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

3.0 Staff Qualifications, Training, Support and Skills

3.1 Induction of staff, volunteers and managers

Policy Statement

We provide an induction for all staff, volunteers and managers in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

Procedures

- We have an induction plan for all new staff, which includes the following:
- Introductions to all staff and volunteers.
- Familiarising with the building, health and safety and fire procedures.
- Ensuring our policies and procedures have been read and are carried out.
- Introduction to parents, especially parents of allocated key children where appropriate.
- Familiarising them with confidential information where applicable in relation to any key children.
- Details of the tasks and daily routines to be completed.
- The induction period lasts two weeks. The manager inducts new staff and volunteers. The proprietor or senior manager inducts new managers.
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
- Successful completion of the induction forms part of the probationary period of 6-12 weeks.

3.2 First aid

Policy statement

At Little Ducks Pre-school at least one member of staff with current paediatric first aid training is on the premises or on an outing at any time. The first aid qualification includes first aid training for infants and young children.

Procedures

The First Aid Kit

Our first aid kit complies with the Health and Safety (First Aid) Regulations 2013 and contains only the items recommended.

- The first aid box is easily accessible to adults and is kept out of the reach of children.
- No un-prescribed medication is given to children, parents or staff.
- At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval on the registration form.
- 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.

4.0 Key Person

4.1 The role of the key person and settling-in

Policy Statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

We aim to make Little Ducks 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.

Procedures

- We allocate a key person before the child starts.
- 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 parent 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.
- A 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.
- 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

- When a start date has been agreed a welcome pack is sent to the family including a covering letter confirming days and fees, a welcome note, child "All about me" sheet and an ethnic category form. Examples are contained in the operational plan.
- During the half-term before a child starts at Little Ducks, 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 and they welcomes and look after the child and his/her parents at the child's first session and during the settling-in process.
- When a child starts to attend, we discuss 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. For example whether the child would benefit from the parent/carer staying for a short period for the first few sessions or whether late arrival would help.
- Younger children may take longer to settle in, as may 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.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- If a child is continually upset and cannot settle at an activity the parent may be called and a revised settling process discussed.
- 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 three weeks of starting we discuss and work with the child's parents to start to create their child's learning journal on Tapestry online record system.

5.0 Staff : Child ratios

5.1 Staffing

Policy Statement

We provide a staffing ratio in line with the Welfare requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality.

Procedure

To meet this aim we ensure the following:

Ratios

- To meet this aim we use the following ratios of adult to children:
- children aged two years of age: 1 adult : 5 children,
- children aged three to five years of age: 1 adult: 8 children.
- A minimum of two staff/adults are on duty at any one time.
- We use a key person approach to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress.
- We hold staff meetings every term to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time
- At least 50% of staff holds a full and relevant level 3 qualification and at least half of all other staff hold a full and relevant level 2 qualification, in any session in the week.

6.0 Health

6.1 Administering medicines

Policy statement

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. In many cases, it is possible for children's GP's to prescribe medicine that can be taken at home in the morning and evening. If a child has not taken a medication before it is advised that the parent keeps the child at home for the first 48 hours to ensure no adverse effect as well as to give time for the medication to take effect. *It is acceptable for staff to administer prescription medication with written permission from parents as long as the child is well enough to be in the setting. We do not administer non prescription drugs i.e. Calpol or Nurofen.

Only emergency lifesaving medication e.g. Epipens and asthma medicines or prescribed medication would be administered by staff whenever necessary following the detailed instructions provided by the parents and kept with the medication and copied onto the registration form. The key person is responsible for the correct administration of medication and ensuring that records are kept according

to procedures. In the absence of the key person, the manager is responsible for the overseeing of administering emergency medication.

Procedures

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

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:

- full name of child and date of birth;
- name of medication and strength;
- who prescribed it;
- dosage to be given in the setting;
- how the medication should be stored and expiry date;
- any possible side effects that may be expected should be noted; and
- signature, printed name of parent and date.

The administration is recorded accurately each time it is given and is signed by staff. Parents sign the medication record to acknowledge the administration of a medicine. The record includes:

- name of child;
- name and strength of medication;
- the date and time of dose;
- dose given and method; and is signed by key person/manager; and is verified by parent signature at the end of the day.

For conditions such as eczema it may be necessary for creams to be available for use during the session for the comfort of the child. Although the cream would be stored with other medicines and used under adult supervision wherever possible the child should be shown how to apply the cream themselves.

Storage of medicines

- All medication is stored safely in a marked plastic box.(or kept in the fridge if necessary)
- Parents are responsible for ensuring medicine is taken home at the end of the session.
- For some conditions, medication may be kept in the setting. Key persons check that any medication held to administer on an emergency/as and when required basis, is in date and returns any out-of-date medication back to the parent.

If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional. E.g. epipens, epilepsy medication

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 on 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 is part of the risk assessment.
- The risk assessment includes vigorous activities and any other pre-school activity that may give cause for concern regarding an individual child's health needs.
- The risk assessment includes arrangements for taking medicines on outings and the child's GP's advice is sought if necessary where there are concerns.
- 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 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, name of the medication, Inside the box is a copy of the consent form and a card to record when it has been given, with the details as given 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, 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 is read alongside the outings procedure.

6.2 Managing children with allergies, or who are sick or infectious

(Including reporting notifiable diseases)

Policy statement

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

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, parents are asked to provide details in writing as follows:
- 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 information is kept with the child's registration form and added to the allergy list which is read and signed by all staff and displayed on cupboard door.
- Parents train staff in how to administer special medication in the event of an allergic reaction.
- If necessary no nut or nut products are used in the setting and parents would be made aware so that no nut or nut products are accidentally brought in, for example to a party.

Insurance requirements for children with allergies and disabilities

- Little Ducks Pre-school insurance will automatically include children with any disability or allergy but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions, or requiring invasive treatments; written confirmation from the insurance provider may need to be obtained to extend the insurance.

At all times the administration of medication must be compliant with the Welfare Requirements of the Early Years Foundation Stage and follow procedures based on advice given in Managing Medicines in Schools and Early Years Settings (DfES 2005)

Oral Medication

Asthma inhalers are now regarded as "oral medication" by insurers and so documents do not need to be forwarded to our insurance provider.

- Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.

- The group 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 group 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 our insurance provider.

Life saving medication & 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 setting must have:

- 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.

Copies of all three letters would be retained in the setting and will have to be produced in event of a claim.

If the condition is not specified in the insurance policy the proprietor would seek confirmation from the insurer that cover is in place or provide information to extend cover which would be confirmed in writing by the insurer.

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 on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts. Temperature is taken using a 'fever scan' kept in to the first aid box.
- In extreme cases of emergency the child should be taken to the nearest hospital and the parent informed.
- *The pre-school can and will refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics, parents are 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.

- After vomiting parents are required to keep children at home until at least 48 hours has passed since last bout of sickness. Any children brought into pre-school within 48 hours will be sent home.
- We have a list of excludable diseases and current exclusion times. The full list is obtainable from www.hpa.org.uk/servlet/ContentServer?c=HPAweb_C&cid=1194947358374&pagename=HPAwebFile and includes common childhood illnesses such as measles.

Reporting of 'notifiable diseases'

- If a child or adult is diagnosed suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988, 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.

HIV/AIDS/Hepatitis procedure

- HIV virus, like other viruses such as Hepatitis, (A, B and C) are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.
- Single use vinyl gloves are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Protective gloves are used for cleaning/sluicing clothing after changing.
- Soiled clothing is rinsed and bagged for parents to collect.
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution.
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.

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.

6.3 Recording and reporting of accidents and incidents

(Including procedure for reporting to HSE, RIDDOR)

Policy Statement

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

Procedures

Our accident book:

- is accessible to all staff and volunteers, who know how to complete it; and
- is reviewed termly to identify any potential or actual hazards.

Ofsted is notified of any serious accident or injury, or the death of a child or adult within 14 days.

When there is serious accident or injury to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences.

Any food poisoning affecting 2 or more children or adults on our premises is reported to the local Environmental Health Department.

Dealing with incidents

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

- any serious accident to a member of staff ; and
- any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.
- Any dangerous occurrence is recorded in our incident book. See below.

Our incident book

We have ready access to telephone numbers for emergency services, including local police. As we rent premises we ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.

A fault reporting log is kept in the Ward room for all hall users.

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

These incidents include:

- break in, burglary, theft of personal or the setting's property;
- an intruder gaining unauthorised access to the premises;
- fire, flood, gas leak or electrical failure;
- attack on member of staff or parent on the premises or nearby;
- any racist incident involving staff or family on the centre's premises;

- death of a child, and
- a terrorist attack, or threat of one.
- Any incident between children resulting in a child being injured.

In the incident book we record 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, should also be recorded. An example page can be viewed in the Operational Plan.

In the unlikely event of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety Policy will be followed. The incident is recorded when the threat is averted.

In the unlikely event of a child dying on the premises, the emergency services are called, and the advice of these services are followed.

The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

6.4 Nappy changing

Policy statement

No child is excluded from participating in Little Ducks Pre-school 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 see toilet training as a self-care skill that children have the opportunity to learn with the full support of adults.

Procedures

- Young children from two years should wear 'pull ups' or other types of trainer pants as soon as they are comfortable with this and their parents agree.
- Key persons undertake changing young children in their key groups; other staff may change them if the key person is absent.
- Changing takes place on an appropriate changing mat on the floor in an area that is warm.
- Parents are asked to supply their child with their own nappies or 'pull ups' and changing wipes.
- Gloves are put on before changing starts and the areas are prepared. The changing mat is cleaned before and after each use.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children and young children are encouraged to take an interest in using the toilet.
- They should be encouraged to wash their hands and they should be allowed time for some play as they explore the water and the soap.

- 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 rinsed and bagged for the parent to take home.

6.5 Food and Nutrition Policy

Policy statement

Little Ducks pre-school regards snack and meal times as an important part of the setting's day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating by providing a variety of healthy snacks, which meets the children's individual dietary needs. We provide fruit and raw vegetables, cheese, cream cheese, crackers, best of both bread and vegan butter, toast and butter. Gluten free options are available. Milk and water is offered.

Procedures

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

- Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies. (See the Managing Children with Allergies policy.)
- Information about each child's dietary needs is recorded on the registration form and the Child Intro sheet.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up-to-date. Parents are asked to give written confirmation if anything has changed.
- 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 provide a variety of healthy snacks and details are posted daily on the parents' information board.
- 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 especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- 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 operate a rolling snack time so the children may decide when they would like their snack.
- Snack time is a social occasion in which children and staff participate.

- We use 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 in a covered jug available for the children throughout the session. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- We inform parents who provide food for their children at lunch club about the storage facilities available in the setting and that ice blocks should be used in lunch boxes.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- For children who drink milk, we provide whole pasteurised milk.

Packed lunches

At lunch club sessions where parents provide packed lunches we:

- Advise parents to include an ice pack to keep food cool as no refrigeration facility is available;
- inform parents of our policy on healthy eating;
- encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts such as yoghurt
- ensure staff sit with children to eat their lunch so that the mealtime is a social occasion.

6.6 Food hygiene

Policy statement

In Little Ducks Pre-school we provide cold snacks for children on a daily basis. Packed lunches are provided by parents for lunch club sessions. We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food. All staff have completed on line food safety training.

Procedures

- The person responsible for food preparation and serving carries out daily checks on the kitchen to ensure standards are met consistently.
- Food 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.
- 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 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.
- do not need to have access to the kitchen

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 and the Health Protection Agency, to report the outbreak and will comply with any investigation.

If the food poisoning is identified as a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988 the setting will report the matter to Ofsted.

7.0 Managing Behaviour

7.1 Achieving positive behaviour

Policy statement

At Little Ducks we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Procedures

- We require staff to keep up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- We access relevant sources of expertise on promoting positive behaviour within our programme for supporting personal, social and emotional development.
- We ensure that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.

- 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 familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour and we expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence and a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair'. We use a 'time out' strategy that does not exclude children from the group but where an adult would engage them in another activity for a short period.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the manager and proprietor and recorded in the incident record. The child's parent is informed on the same day and asked to sign the record.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

Children aged two to three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children. We acknowledge that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- If inconsiderate behaviour is frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's key person, is building a strong relationship to provide security to the child.

Rough and tumble play, hurtful behaviour and bullying

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

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

Hurtful behaviour

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

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them and need help to manage them.

- We will offer support, calming the child who is angry as well as the one who has been hurt by the behaviour.
- We will help calm them through holding and cuddling and for older children offer them an explanation and discuss the incident with them.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. “Adam took your car, didn’t he, and you were enjoying playing with it. You didn’t like it when he took it, did you? Did it make you feel angry? Is that why you hit him?” Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others and understand that their actions impact on others’ feelings and encourage them to resolve conflicts themselves.
- Skills such as sharing and turn-taking need to be learned and children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We help a child to understand the effect that their hurtful behaviour has had on another child and encourage them to apologise where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. It may be that:
 - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
 - the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;

- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive praise for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

8.0 Safety and Suitability of premises, environment and equipment

8.1 Health and safety general standards

Policy statement

This setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

- We aim to make children, parents and staff 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.
- Our member of staff responsible for health and safety is: Caroline Fenwick
- She is competent to carry out these responsibilities.
- She has undertaken health and safety training and regularly updates his/her knowledge and understanding.
- The settings Health and Safety poster is displayed in the Ward room of the Scout HQ.

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for insurance is displayed in the ward room of the Scout HQ and a copy is included in the operational plan

Procedures

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting.
- 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
- We operate a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.
- We keep all cleaning chemicals in their original containers.

Windows and doors

- Windows can only be accessed by adults and can only be opened at the fanlight.
- Windows are closed and locked at the end of each session.
- 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.

Electrical/gas equipment

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our 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.
- Storage heaters are checked daily to make sure they are not covered.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

Storage

- All resources and materials from which children select are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Outdoor area

- Our outdoor area is securely fenced.
- Our 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.
- All outdoor activities are supervised at all times.

Hygiene

We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up-to-date with the latest recommendations.

Our daily routines encourage the children to learn about personal hygiene.

We have 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.

We implement good hygiene practices by:

- cleaning tables between activities;
- cleaning toilets regularly;
- wearing protective clothing - such as disposable gloves - as appropriate;
- providing sets of clean clothes;
- providing tissues and wipes

Activities and resources

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.

- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.

8.2 Maintaining children's safety and security on premises

Policy statement

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 by an enhanced disclosure from the Disclosure and Barring Service (DBS).
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out and review 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.

- On arrival 2 staff are positioned at entrance (inner doors) and children's names ticked as they arrive. On departure 2 staff stand at inner doors and 1 member of staff on outer door.
- The times of the children's arrivals and departures are recorded in the register if they vary from usual session times.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- No unauthorised persons are allowed access to our premises.
- Doors to premises and garden gate is locked and main gate closed with bolt across during sessions.
- The personal possessions of staff and volunteers are securely stored during sessions.

8.3 Supervision of children on outings and visits

Policy statement

At Little Ducks Pre-school we are fortunate enough to have access to a large outdoor area which can be used on a daily basis. When we do arrange outings staff ensure that there are procedures to keep children safe; all staff and volunteers are aware of and follow the procedures below.

Procedures

Parents are always asked to sign specific consent forms before any outings.

This consent will include full details of the venue, times ratios etc.

A risk assessment is carried out before an outing takes place and reviewed if venue revisited.

All venue risk assessments are made available for parents to see.

On outings our adult to child ratio is high, one adult to two children, for all ages and circumstances.

Named children are assigned to individual staff members or parent helpers to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.

All Outings details are recorded and records kept in the setting stating:

- The date and time of outing.
- The venue and mode of transport.
- Names of staff assigned to named children.
- Time of return.
- Staff take a mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack, water and snacks if necessary. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- Staff take a list of children with them with contact numbers of parents/carers.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
- Outings are usually planned for the whole group but if necessary a minimum of two staff should accompany children on outings and a minimum of two should remain behind with the rest of the children.

8.4 Risk assessment

Policy statement

Little Ducks Pre-school believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment. The basis of this policy is risk assessment and constant review of possible risks. All risk assessments are filed in our operational plan.

Procedures

Our risk assessment process covers adults and children and includes:

- checking for and noting hazards and risks indoors and outside, and in our premises and for activities;
- assessing the level of risk and who might be affected;
- deciding which areas need attention; and
- developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.

Where more than five staff and volunteers are employed the risk assessment is written and is reviewed regularly. (See operational plan)

We maintain lists of health and safety issues, which are checked daily before the session begins as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.

8.5 Fire safety and emergency evacuation

Policy Statement

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer, or Fire Safety Consultant.

Procedures

The basis of fire safety is risk assessment. These are carried out in conjunction with the Scouts and Fire Safety Officer.

Fire doors are clearly marked, never obstructed and easily opened from the inside.

Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.

Our emergency evacuation procedures are approved by the Fire Safety Officer and are:

- clearly displayed in the premises;
- explained to new members of staff, volunteers and parents; and
- practised regularly; at least once every six weeks.

Records are kept of fire drills and the servicing of fire safety equipment.

8.6 Animals in the setting

Policy Statement

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

Procedures

Animals visiting the setting

A notice will be posted informing parents/carers of the planned contact with animals in that session and asking us to talk to staff if they have any concerns.

If animals or creatures are brought in by visitors to show the children they are the responsibility of the owner.

The proprietor or manager goes through our risk assessment for visiting animals with the animal's owner and notes any additional information unique to that animal regarding how it is to be handled and how any safety or hygiene issues will be addressed.

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.

Visits to farms

Before a visit to a farm a risk assessment is carried out - this may take account of safety factors listed in the farm's own risk assessment which should be viewed.

The outings procedure is followed.

Children wash their hands after contact with animals.

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

8.7 No-smoking

Policy statement

We comply with health and safety regulations and the Welfare Requirements of the EYFS in making our setting a no-smoking environment - both indoor and outdoor.

Procedures

All staff, parents and volunteers are made aware of our no-smoking policy.

We display no-smoking signs.

We actively encourage no-smoking by having information for parents and staff about where to get help to stop smoking if they are seeking this information.

Staff who smoke do not do so during working hours. Unless on a break and off the premises.

9.0 Equal Opportunities

9.1 Valuing diversity and promoting equality

Policy statement

We will ensure that the service provided by Little Ducks Pre-school is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic

background, gender, ability or disability. We committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. Our Equality Working Group (EWG) was established in October 2009 and aim to meet once a year.

We aim to:

- provide a secure and accessible environment in which all 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 ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread that runs through all of the activities of the setting.

Procedures

Admissions

Our setting is open to all members of the community.

- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as necessary.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a Travelling community or an asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.
- We develop an action plan to ensure that people with disabilities 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.

Employment

Posts are advertised and all applicants are judged against explicit and fair criteria.

Applicants are welcome from all backgrounds and posts are open to all.

The applicant who best meets the criteria is offered the post, subject to references and checks by the DBS. This ensures fairness in the selection process.

All 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 staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.

We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

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. We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the setting is accessible to all children;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and are supported in the maintenance and development of their home languages.

Valuing diversity in families

We welcome the diversity of family lifestyles and work with all families.

We encourage children to contribute stories of their everyday life to the setting.

We encourage parents/carers to take part in the life of the setting and to contribute fully.

For families who speak languages in addition to English, we will develop means to ensure their full inclusion.

We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met. Information is requested on our “All about me|” sheet.
- 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.

Monitoring and reviewing

To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.

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

9.2 Supporting children with special educational needs

Policy statement

At Little Ducks Pre-school we provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

We have regard for the SEND Code of Practice (2014).

We ensure our provision is inclusive to all children with special educational needs.

We support parents and children with special educational needs (SEN).

We identify the specific needs of children with special educational needs and meet those needs through a range of SEN 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.

Details of our local offer are on our website.

Procedures

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is Lyn Webb and through this role:

We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.

We ensure that our 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.

We work closely with 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 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 review for children with special educational needs through one page profiles and one plan meetings

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.

We have systems in place for supporting children through SEN support, personalised plans, one plan meetings and the Education, Health and Care (EHC) needs assessment process.

We keep records of the assessment, planning, provision and review for children with special educational needs.

We provide resources (human and financial) to implement our Special Educational Needs Policy.

We provide in-service training for parents, practitioners and volunteers.

We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.

We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. One plan meetings, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

We provide a complaints procedure.

We monitor and review our policy annually.

10.0 Information and Records

10.1 General Data Protection Regulation Policy

Statement

GDPR stands for General Data Protection Regulation and replaces the previous Data Protection Directives that were in place. It was approved by the EU Parliament in 2016 and comes into effect on 25th May 2018.

GDPR states that personal data should be 'processed fairly & lawfully' and 'collected for specified, explicit and legitimate purposes' and that individuals data is not processed without their knowledge

and are only processed with their 'explicit' consent. GDPR covers personal data relating to individuals. Little Ducks Pre-school is committed to protecting the rights and freedoms of individuals with respect to the processing of children's, parents, visitors and staff personal data.

The Data Protection Act gives individuals the right to know what information is held about them. It provides a framework to ensure that personal information is handled properly.

Little Ducks Pre-school is registered with the ICO (Information Commissioners Office) under registration reference: Z2908725 and has been registered since 28th October 2011. Certificates are on display on the parent's information boards and in the Operational Plan.

GDPR includes 7 rights for individuals

1) The right to be informed

Little Ducks Preschool is a registered Childcare provider with Ofsted and as so, is required to collect and manage certain data. We need to know parent's names, addresses, telephone numbers, email addresses, date of birth and National Insurance numbers. We need to know children's' full names, addresses, date of birth and Birth Certificate number. For parents claiming the free nursery entitlement we are requested to provide this data to Essex County Council; this information is sent to the Local Authority via a secure online portal.

We are required to collect certain details of visitors to our pre-schools. We need to know visits names, telephone numbers, addresses and where appropriate company name. This is in respect of our Health and Safety and Safeguarding Policies.

As an employer Little Ducks Pre-school is required to hold data on its employees; names, addresses, email addresses, telephone numbers, date of birth, National Insurance numbers, photographic ID such as passport and driver's license, bank details. This information is also required for Disclosure and Barring Service checks (DBS) and proof of eligibility to work in the UK. This information is sent via a secure file transfer system to GBG for the processing of DBS checks. Little Ducks Pre-school uses Cookies on its website to collect data for Google Analytics, this data is anonymous.

2) The right of access

At any point an individual can make a request relating to their data and Little Ducks Pre-school will need to provide a response (within 1 month). Little Ducks Pre-school can refuse a request, if we have a lawful obligation to retain data i.e. from Ofsted in relation to the EYFS, but we will inform the individual of the reasons for the rejection. The individual will have the right to complain to the ICO if they are not happy with the decision.

3) The right to erasure

You have the right to request the deletion of your data where there is no compelling reason for its continued use. However Little Ducks Pre-school has a legal duty to keep childrens and parents details for a reasonable time*, Little Ducks Pre-school retain these records for 3 years after leaving pre-school, children's accident and injury records for 19 years (or until the child reaches 21 years), and 22 years (or until the child reaches 24 years) for Child Protection records. Staff records must be kept for 6 years after the member of leaves employment, before they can be erased. This data is archived securely offsite and shredded after the legal retention period. There is a full Risk Assessment in place for transportation and storage. A copy of this Risk Assessment can be provided upon request.

4) The right to restrict processing

Parents, visitors and staff can object to Little Ducks Pre-school processing their data. This means that records can be stored but must not be used in any way, for example reports or for communications.

5) The right to data portability

Little Ducks Pre-school requires data to be transferred from one IT system to another; such as from Little Ducks Pre-school to the Local Authority, to shared settings and to Tapestry' Online Learning Journal. These recipients use secure file transfer systems and have their own policies and procedures in place in relation to GDPR.

6) The right to object

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

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

Automated decisions and profiling are used for marketing based organisations. Little Ducks Pre-school does not use personal data for such purposes.

Storage and use of personal information

All paper copies of children's and staff records are kept in a locked cupboard or secure office in Little Ducks Pre-school. Members of staff can have access to these files but information taken from the files about individual children is confidential and apart from archiving, these records remain on site at all times. These records are shredded after the retention period.

Information about individual children is used in certain documents, such as, a weekly register, medication forms, referrals to external agencies and disclosure forms. These documents include data such as children's names, date of birth and sometimes address. These records are shredded after the relevant retention period.

Little Ducks Pre-school collects a large amount of personal data every year including; names and addresses of those on the waiting list. These records are shredded if the child does not attend or added to the child's file and stored appropriately.

Information regarding families' involvement with other agencies is stored both electronically and in paper format, this information is kept in a locked office or cupboard. These records are shredded after the relevant retention period.

Upon a child leaving Little Ducks Pre-school and moving on to school or moving settings, data held on the child may be shared with the receiving school. Such information will be hand delivered by a member of Little Ducks staff or the parent/carer will be given the data to deliver to the receiving school.

Little Ducks Pre-school stores personal data held visually in photographs or video clips or as sound recordings, no names are stored with images in photo albums, displays, on the Little Ducks Pre-school website.

Access to all Office computers and Tapestry Online Learning Journal is password protected. When a member of staff leaves the company these passwords are changed in line with this policy.

GDPR means that Little Ducks Pre-school must;

- * Manage and process personal data properly
- * Protect the individual's rights to privacy
- * Provide an individual with access to all personal information held on them

This Policy was adopted in May 2018 by Little Ducks Pre-school.

10.2 Admissions

Policy Statement

It is our intention to make Little Ducks Pre-school accessible to children and families from all sections of the local community through open, fair and clearly communicated procedures.

Procedures

We ensure that Little Ducks is widely advertised in places accessible to all sections of the community.

We ensure that information about our setting is accessible, in written and spoken form and, where appropriate, in more than one language.

We arrange our waiting list in order of birth and date of registration on the list.

Places are offered in order of (a) those already attending (b) children who become eligible for funding (c) waiting list.

We keep a place vacant, if this is financially viable, to accommodate an emergency admission.

Little Ducks' practices make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders and treats each individual child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, ethnicity or from English being a newly acquired additional language.

We make our Equal Opportunities Policy widely known.

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

When admitted to Little Ducks a child's name will remain on our register until a parent advises us place no longer required. However a child's name will be removed from the register if (i) payment of fees not up to date (ii) child has not attended for 4 weeks and no contact has been made with the pre-school or pre-school not able to contact family.

10.3 Documentation for new children starting

- o Prospectus
- o Registration form
- o Welcome letter
- o Welcome note
- o “All About Me”
- o Ethnic category form
- o Funding form or fee invoice
- o Termly Newsletter

Examples of all forms and documents can be found in the Little Ducks Pre-school Operational Plan

10.4 Parental involvement

Policy Statement

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

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

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

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

‘Parental responsibility’ is all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property. (For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance’s Child Protection Record publication.)

Procedures

We ensure all parents are included and kept up to date on what is happening at Little Ducks pre-school. We do this by posting information on daily notice board, termly newsletters, general information board and parents box and ensuring our website is updated regularly.

We appreciate the feedback from parents so we always have a suggestion box available and issue parent questionnaires at least every two years and for new children and leavers.

Through the key person system we ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.

We inform all parents on a regular basis about their children's progress and they can access their child's learning journal on Tapestry with their own password.

We involve parents in the shared record keeping about their children - either formally or informally - and parents have access to their children's learning journal on Tapestry with a password.

Parents and children can keep us up to date on news from home through our News Tree.

We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting. E.g jobs week, helping with gardening etc.

We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.

We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.

We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

In compliance with the Welfare Requirements, the following documentation is in place:

- Admissions policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.(Tapestry learning journals)

10.5 Confidentiality and client access to records

Policy statement

Definition: 'Confidential information is information of some sensitivity, which is not already lawfully in the public domain or readily available from another public source, and which has been shared in a relationship where the person giving the information understood it would not be shared with others.'
(Information Sharing: Practitioners' Guide)

In Little Ducks Pre-school staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. All legally required record keeping systems are in place and confidential records are securely stored in a locked cupboard. (within the framework of the Data Protection Act and the Human Rights Act.) ICO registration is in place. See GDPR compliance 10.1

Confidentiality procedures

- Staff always check whether information parents share with us should be regarded as confidential or not.
- Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely (see our record keeping procedures).
- Staff only take photos on the setting ipad and never use personal cameras or mobile phones. All mobile phones belonging to staff or visitors are left on main table in view throughout session.

Client access to records procedures

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

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the proprietor who sends a written acknowledgement
- The setting commits to providing access within 14 days, although this may be extended.
- The proprietor and key person prepare the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records.
- It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The proprietor and key person go through the file and remove any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the proprietor, so that it can be explained.

- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

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

10.6 Information sharing

“Practitioners need to understand their organisation’s position and commitment to information sharing. They need to have confidence in the continued support of their organisation where they have used their professional judgement and shared information professionally.”

Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

Policy statement

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

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

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

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

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

Procedures

Our procedure is based on the 7 golden rules for information sharing as set out in Information Sharing: Guidance for Practitioners and Managers (DCSF 2008).

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.

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

2. Be open and honest. Explain to families how, when and why information will be shared about them and with whom. Seek consent to share information, unless it puts the child at risk or undermines a criminal investigation.

In our setting we ensure parents:

- receive information about our information sharing policy when starting their child in the setting.
- have information about our Safeguarding Children and Child Protection policy; and
- have information about the circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.

3. Seek advice when there are doubts about possible significant harm to a child or others.

Managers contact children's social care for advice where they have doubts or are unsure.

4. Share with consent where appropriate. Respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, know when it is reasonable to override their wish.

Guidelines for consent are part of this procedure.

5. Managers are conversant with this and are able to advise staff accordingly. Consider the safety and welfare of the child when making a decision about sharing information – if there are concerns regarding 'significant harm' the child's well being and safety is paramount.

At Little Ducks we:

- record concerns and discuss these with the setting's designated person for child protection matters. Record decisions made and the reasons why information will be shared and to whom; and
- follow the procedures for reporting concerns and record keeping.

6. Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for, shared only with those who need to know and shared securely.

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

7. Reasons for decisions to share information, or not, are recorded.

Provision for this is set out in our Record Keeping procedure

Consent

Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent may be overridden. We do this as follows:

Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.

We may cover this verbally when the child starts or include this in our prospectus.

Parents sign a form at registration to say they understand this.

Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries, to the next provider/school.

Copies given to parents of the forms they sign.

We consider the following questions when we need to share:

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

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

All parents / carers are given a copy of the "Fair Processing Notice" information sheet produced by the Department for Children, Schools and Families

10.7 Children's records

Policy Statement

All record keeping systems at Little Ducks Pre-school meet legal requirements and means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

This policy and procedure is taken in conjunction with the Confidentiality Policy and our procedures for information sharing.

Procedures

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

Developmental records

- These include observations of children in the setting, photographs and summary developmental reports.
- These are usually kept on the Tapestry system and any printed copies are kept on file in cupboard in the main hall. Parents have access to their own child's record on Tapestry with a password.

Personal records

- These include registration forms, signed consent forms, and 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 cupboard.
- Parents have access, in accordance with our Client Access to Records policy, to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for three years after they have left the setting. These are kept in a secure place.

Other records

- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students when they are observing in the setting, are advised of our confidentiality policy and are required to respect it.

10.8 Provider records

Policy Statement

The proprietor of Little Ducks Pre-school, Caroline Fenwick keeps records for the purpose of maintaining the business. These include:

Records pertaining to our registration.

Licence agreement and other contractual documentation pertaining to amenities, services and goods.

Financial records pertaining to income and expenditure.

Risk assessments.

Employment records of staff.

The records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the Data Protection Act and the Human Rights Act.

This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records policy and Information Sharing policy.

Procedures

All records are the responsibility of the proprietor who ensures they are kept securely.

All records are kept in an orderly way in files and filing is kept up-to-date.

Financial records are kept up-to-date for audit purposes.

Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.

Our Ofsted registration certificate is displayed in the lobby of the Scout HQ

Our Public Liability insurance certificate is displayed in the Scout HQ

All our employment and staff records are kept securely and confidentially.

10.9 Working in partnership with other agencies

Policy Statement

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

Procedures

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

Procedures are in place for sharing of information about children and families with other agencies. These are set out in the Information Sharing Protocol, Safeguarding Children procedures and the Special Educational Needs Procedures.

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 develop understanding of 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.

10.10 Staff Roles and Appointed duties

Equal Opportunities Coordinator	Caroline Fenwick
Special Educational Coordinator	Lyn Webb
Behaviour Management	Annie Hill
Health and Safety Officer	Caroline Fenwick
Safeguarding Designated Officer	Annie Hill
Looked After Children liaison	Annie Hill
Allergy Liaison	Annie Hill
EAL coordinator	Lyn Webb

10.11 Making a complaint

Policy statement

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

Procedures

All settings are required to keep a 'summary log' of all complaints that reach stage two or beyond. This is to be made available to parents as well as to Ofsted inspectors. A full procedure is set out in the Summary Complaints Record which acts as the 'summary log' for this purpose.

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her concerns with the key person or manager.
- Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the proprietor.
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the appendix which may be completed with the person in charge and signed by the parent.
- The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the proprietor may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, the proprietor meets with the parent to discuss the outcome.
- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the manager/proprietor. The parent should have a friend or partner present if required and the manager should have the support of the proprietor present.
- An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 4

- If at the stage three meeting the parent and setting cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.

- The mediator keeps all discussions confidential. S/he can hold separate meetings with the setting personnel (manager/ proprietor) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, the manager and the proprietor is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

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

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundation Stage are adhered to.
- The number to call Ofsted with regard to a complaint is :0300 123 1231
- Address : Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD
- These details are displayed on our setting's notice board.
- If a child appears to be at risk, our setting follows the procedures of the ESCB.
- In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the ESCB to ensure a proper investigation of the complaint, followed by appropriate action.

Records

- If appropriate a record of complaints against Little Ducks Pre-school and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints would be recorded in the Summary Complaints Record which is available for parents and Ofsted inspectors on request.

11.0 Attendance

11.1 Policy Statement

Good attendance plays a fundamental role in supporting children's educational achievement, well-being and in keeping children safer. Establishing regular routines for young children supports the settling-in process and enhances their sense of security and belonging. Even if a child only has a part-time place, regular attendance is still especially important. Attending nursery helps children establish routines of going to school regularly and being on time, which can help them make a smooth and positive transition to reception.

This policy sets out the procedures in place to promote and monitor attendance within our Early Years Setting and the steps that will be followed if a child is absent from the setting. It also explains the importance and benefits of regular attendance.

Our Aims:

- To create a culture where good attendance and punctuality is 'normality' and valued by all.
- To value the individual and be socially and educationally inclusive.
- To be consistent in the implementation of our policy and procedures for recording and monitoring attendance.
- Work effectively with parents, children, and partners through building trusted relationships to work together to remove barriers to attendance.

To promote good attendance in our Early Years Provision we will:

- Convey clearly to parents and children that regular attendance and punctuality is essential and is in the child's best interest and that unexplained absence will be investigated.
- Keep records of attendance which provide accurate information on actual attendance and lateness to enable monitoring and evaluation so that emerging patterns are addressed.
- Build on existing good practice that fosters a positive attitude to good attendance by quickly responding to children's absence, recognising, and celebrating, 'good' and 'improving' attendance.
- Target attendance and lateness where there has been an issue and aim to set in place strategies and techniques to support and ensure improvement.

Working with parents:

The setting will make its policy on attendance clear to parents and children through sharing information and expectations prior to admission.

The systems and procedures in place to promote children's attendance and punctuality will continue to be shared with parents at a universal level through parents' newsletters, and emails. Leaders, Manager, and staff will work with parents to address specific aspects of attendance or punctuality, which cause concern through discussion and where appropriate standardised letters will also be used where a parental response and signature is required.

Recognising the factors affecting attendance.

Whilst attendance at nursery is not statutory, authorised absence is only normally granted in the following circumstances:

- Illness of the child
- Illness of siblings or parents
- Health Services Appointments
- Holidays
- Religious observance
- Emergency circumstances

Where these circumstances arise parents should inform the nurse on the first day of absence or prior to the first day of absence.

11.2 Monitoring attendance and punctuality

Records of children's attendance are accurately kept and regularly monitored to ensure that we can identify any potential problems and look for patterns.

All managers and staff are alert to signs that children and learners who are missing might be at risk of abuse or neglect, and appropriate action is taken when children and learners stop attending.

In our Early Years provision, we are aware that attendance is not statutory, but that non-attendance could be an indicator of other concerns.

All managers and staff are particularly aware of the need to monitor groups such as children who are in receipt of two- year-old non-working funding, and those for whom we receive Early Years Pupil Premium, as these groups are considered to be vulnerable learners.

11.3 Procedures in place to record, monitor and follow up non-attendance.

Daily Registration

Registration will be completed at the start of each session within 10 minutes of the start time.

Children attendance or non-attendance will be recorded along with any lateness.

Nonattendance

If a child is absent and we are informed of their reason for absence this will be recorded on the register.

If a child is absent without an explanation a telephone call will be made to the parents to establish the reason for the absence.

If no contact is made, then the following process will be followed.

- 1) A telephone call to parent's carers work or training provider will be made.
- 2) An email to parents will be sent.
- 3) Calls to other emergency contacts, including other family members listed as emergency contacts, will be made to try to establish why the child is absent.
- 4) Calls to the siblings' schools, nurseries or childminders will be made to establish if they or the sibling can confirm the child's whereabouts.

If contact cannot be made by telephone call a home visit may be carried out and a contact post card will be posted through your door.

If following this no contact is made, and there is cause for concern that the child whereabouts remain unknown, the health visiting service, your child's GP and Children and Families services will be contacted to ascertain if family support may be needed. In more urgent cases, the Police may be contacted to carry out safe and well checks.

07389 725844 (Monday to Friday: 8.00am – 3:00pm)

Email: caroline@little-ducks.co.uk

If there is an immediate risk of harm to the child, then call 999.

11.4 Monitoring, evaluation and use of attendance and punctuality data

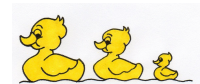
Children's attendance patterns will be monitored and reviewed regularly. Concerns which arise through the settings monitoring activities will be discussed with the parent or carer.

Attendance figures will be published each half term and will be shared with, the owner and staff.

Children's good and improved attendance will be celebrated in the setting through stickers and praise notes home.

Absence will also be monitored for the health and well-being of children, for example so that we are aware of outbreaks of illness which need to be investigated, or to warn parents of infections such as German measles.

Monitoring attendance and use of government funded hours may also be passed on at the Local Authority's request.



Little Ducks Preschool Ltd

07389 725844

caroline@little-ducks.co.uk

Dear Parent/Carer

I/We have tried to contact you today to discuss an important matter.

Please contact Caroline Fenwick as soon as possible.

If I/we do not hear from you by **INSERT date and time** (this would normally be the next day)

We will continue to attempt to contact you and involve other agencies as we are concerned about your safety.

Yours sincerely

12.0 E-safety (including all electronic devices with imaging and sharing capabilities)

An E-safety audit is included in these procedures (see 6.9a) to assist with compliance to the revised EYFS 2025.

12.1 Online Safety

It is important that children and young people attending Little Ducks Preschool Ltd receive consistent messages about the safe use of technology and can recognise and manage the risks posed in both the real and the virtual world.

Terms such as 'e-safety', 'online', 'communication technologies' and 'digital technologies' refer to fixed and mobile technologies that adults and children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks; the issues are:

Content – being exposed to illegal, inappropriate or harmful material

Contact – being subjected to harmful online interaction with other users

Conduct – personal online behaviour that increases the likelihood of, or causes, harm

12.2 I.C.T Equipment

- The manager at Little Ducks Preschool Ltd ensures that all computers have up-to-date virus protection installed.
- Tablets are only used by educators at Little Ducks Preschool Ltd for the purposes of observation, assessment, and planning and to take photographs for individual children's learning journeys.
- Tablets remain on the premises and are always stored securely when not in use.
- Staff follow the additional guidance provided with the system

12.3 Internet access

- Children never have unsupervised access to the internet.
- The setting manager ensures that risk assessments in relation to e-safety are completed.
- Only reputable sites with a focus on early learning are used (e.g. CBeebies).
- Video sharing sites such as YouTube are not accessed due to the risk of inappropriate content.
- Children are taught the following stay safe principles in an age-appropriate way:
 - only go online with a grown up
 - be kind online and 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

- Staff at Little Ducks Preschool Ltd support children's resilience in relation to issues they may face online, and address issues such as staying safe, appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age-appropriate ways.
- All computers for use by children are sited in an area clearly visible to staff.
- 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.

The setting manager ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.

Strategies to minimise risk include:

- Check apps, websites and search results before using them with children.
- Children in Early Years should always be supervised when accessing the internet.
- Ensure safety modes and filters are applied - default settings tend not to ensure a high level of privacy or security. But remember you still need to supervise children closely.
- Role model safe behaviour and privacy awareness. Talk to children about safe use, for example ask permission before taking a child's picture even if parental consent has been given.
- Check privacy settings to make sure personal data is not being shared inadvertently or inappropriately. (source: <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-guidance-for-practitioners>)

12.4 Personal mobile phones – staff and visitors (includes internet enabled devices)

- Personal mobile phones and internet enabled devices are not used by staff at Little Ducks Preschool Ltd during working hours. This does not include breaks where personal mobiles may be used off the premises or in a safe place e.g., staff room. The setting manager completes a risk assessment for where they can be used safely.
- Personal mobile phones are stored in the staff room.
- In an emergency, personal mobile phones may be used in the privacy of the staff room with permission.
- Staff ensure that contact details of the setting are known to family and people who may need to contact them in an emergency.
- Staff do not take their mobile phones on outings.
- Members of staff do not use personal equipment to take photographs of children.
- Parents/carers and visitors do not use their mobile phones on the premises. There is an exception if a visitor's company/organisation operates a policy that requires contact with their office periodically throughout the day phones still should be stored away from any areas that children

access and setting phone number given to visitors so that they are still contactable. Visitors are advised of a private space where they can use their mobile.

12.5 Cameras and videos

- Members of staff do not bring their own cameras or video recorders to the setting.
- Photographs/recordings of children are only taken for valid reasons, e.g. to record learning and development, or for displays, and are only taken on equipment belonging to the setting. Children are given the opportunity to consent to their photograph being taken, even if parent/carer permissions are in place.
- Camera and video use is monitored by the setting manager.
- Where parents/carers request permission to photograph or record their own children at special events, general permission is first gained from all parents/carers for their children to be included. Parents are told they do not have a right to photograph or upload photos of anyone else's children.
- Photographs/recordings of children are only made if relevant permissions are in place.
- If photographs are used for publicity, parental consent is gained and safeguarding risks minimised, e.g. children may be identified if photographed in a sweatshirt with the name of their setting on it.

12.6 Cyber Bullying

If staff become aware that a child is the victim of cyber-bullying at home or elsewhere, they discuss this with the parents and refer them to help, such as: NSPCC Tel: 0808 800 5000 www.nspcc.org.uk or ChildLine Tel: 0800 1111 www.childline.org.uk

12.7 Use of social media

Staff are expected to:

- understand how to manage their security settings to ensure that their information is only available to people they choose to share information with
- ensure Little Ducks is not negatively affected by their actions and do not name the setting
- are aware that comments or photographs online may be accessible to anyone and should use their judgement before posting
- are aware that images, such as those on Snapshot may still be accessed by others and a permanent record of them made, for example, by taking a screen shot of the image with a mobile phone
- observe confidentiality and refrain from discussing any issues relating to work
- not share information they would not want children, parents or colleagues to view
- set privacy settings to personal social networking and restrict those who are able to access
- not accept service users/children/parents as friends, as it is a breach of professional conduct
- report any concerns or breaches to the designated safeguarding lead in their setting

- not engage in personal communication, including on social networking sites, with children and parents with whom they act in a professional capacity. There may be occasions when the educator and family are friendly prior to the child coming to the setting. In this case information is shared with the manager and a risk assessment and agreement in relation to boundaries are agreed

12.8 Use/distribution of inappropriate images

- Staff are aware that it is an offence to distribute indecent images and that it is an offence to groom children online. In the event of a concern that a colleague at Little Ducks is behaving inappropriately, staff advise the designated safeguarding lead who follows procedure 06.2 Allegations against staff, volunteers or agency staff.