



Kelsey Primary School Little Stars Pre-School

Policies and Procedures Manual

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Policies and Procedures

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Note: if a policy is not listed above the standard Kelsey Primary School policy applies.

All school risk assessments are located on:

G Drive: Staff Only: Risk Assessments folder

Name of Policy	Administration of Medicines
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	<p>To ensure the safe and effective administration of medication to children preserving their confidentiality at all times.</p> <p>To provide qualified, experienced and caring staff to facilitate this policy working in partnership with parents/carers taking into account individual needs.</p> <p>To promote the good health of children at all times.</p>
Specific Objectives / Statements and Procedures	<ul style="list-style-type: none"> • The pre-school worker will be responsible for the administration of medication. In his/her absence the most senior staff member will be responsible. • Only vital prescribed oral medications and creams will be administered during session times. • In line with the Statutory Framework no child will be given any medication that contains aspirin unless a doctor has prescribed that medicine for that child • A medication log sheet will be completed in partnership with the parent/carer and will be signed by both parties. • Signed permission will be sought from the parent/carer at the start of a course of medication. • Separate permission will be sought for each different course of medication • Each administration will be recorded and signed on the medication log sheet and at the end of the session the parent/carer will be informed and their signature taken. <p>Access to Medicines</p> <ul style="list-style-type: none"> • The pre-school worker will be responsible for the administration of medication and in his/her absence, the most senior member of staff on duty. • Medication will be administered in a quiet private location within Pre-School. • All medication will be stored in a locked cupboard in the medical room or the fridge if required. All medication will be clearly labelled with the child's name and expiry date of the medication. • Pre-school will only administer prescribed oral medication including inhalers and creams/lotions, unless in circumstances discussed with the parent/carer, and with the required training (e.g. epi pen) • A basic first aid box will be kept in the pre-school (class 1) and will be checked monthly by the Admin Assistant. <p>Disposal of Medicine</p> <ul style="list-style-type: none"> • Each medication will be returned to the parent/carer for safe disposal at home following the completion of the medication. • The medication cupboard will be checked monthly in conjunction with the medication log sheet file by the Admin Assistant and the check list on the wall completed.

Hygiene and Infection Control

- Prior to the administration of medication the staff member will ensure that they follow a strict hygiene procedure e.g. hand washing for both themselves and the child, and in certain circumstances the area to be treated.

Emergency Procedures

- All staff are encouraged to obtain a basic first aid certificate on joining the pre-school and the Training Officer (HT) will ensure these are kept up to date. The pre-school worker will obtain an Early Years First Aid certificate in accordance with Ofsted recommendations.
- In addition at least two other members of school staff will obtain paediatric first aid qualifications.
- At each session at least one staff member will hold a first aid certificate.
- Should a child become ill, a staff member will try to contact the parents/carers by telephone. Failing this emergency contact numbers will be tried. If this contact is unable to be made, staff will continue to try during the session. In the meantime the child will be made comfortable and looked after by a staff member away from the main group until such time as s/he is collected.
- The child will remain the responsibility of the Pre-School until s/he is collected.
- In circumstances where the child's condition significantly worsens, emergency medical treatment will be sought.
- A request is made on each child's registration form seeking permission to get emergency medical treatment if necessary. If permission is not given the headteacher will discuss reasons with the parent/carer and should permission still not be forthcoming an action plan between the pre-school and the parent/carer will be drawn up. Further advice will be sought from LCC/Ofsted and other relevant agencies.
- Parents are required to check their child's registration form every term to ensure contact details and emergency details are correct.
- If permission is given and emergency treatment is required, a first aider will gauge whether a visit to A&E is required or a visit to the local doctor in which case either:
 1. A senior staff member with another adult will take the child immediately by car to A&E
 2. An ambulance will be called
 3. A staff member will contact the child's doctor

	<ul style="list-style-type: none"> • Immediately after this has been arranged the child's parent/carer will be informed of the situation by a staff member by telephone. Every effort will be made to speak to the parent/carer directly, however, if contact cannot be made, sensitive messages will be left. • In the case of pre-school being unable to contact parents/carers, an emergency contact as listed on the child's registration form will be contacted. • To avoid distress, other children will be kept away from the emergency and distracted by use of a story, singing, activities etc. • If it is necessary to take a child to A&E the HT will decide who will accompany the child (at least 2 adults) taking into account the requirements to ensure adequate staffing on site for all classes and the qualifications (especially first aid and fire fighting) of the adults who remain behind. <p>Administration</p> <ul style="list-style-type: none"> • Where the child refuses to take their prescribed medication the staff member will try with lots of encouragement and praise to ensure the child's co-operation. If however that fails and the child is becoming distressed then the parent/carer will be contacted for advice and to inform of the difficulty. If the medication is vital then the parent/carer will be encouraged to attend pre-school to administer. A note will be made on the medication log sheet. • If a child is in the process of learning to take their own medication pre-school will, in partnership with the parent/carer, help and support that process and report back after every administration the child's progress. A note will be made on the medication log sheet. <p>Record Keeping</p> <ul style="list-style-type: none"> • The medication record file will be kept in a locked cupboard in the vestry. Each term the completed forms will be checked and those no longer current will be filed in the 'old records' file upstairs in a locked filing cabinet. These records will be kept for a minimum of 3 years.
References to other relevant policies	Confidentiality, Equal Opportunities, Health & Safety, Special Educational Needs, Sick Child, Transport and Outings, Safeguarding Children
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the headteacher in conjunction with the staff team unless new legislation or an incident occurs which requires an immediate review of the policy. Comments on the medication record sheets will be considered. Feedback will be given to the HT by the class 1 team on a termly basis.
Signature	
Review Date	July 2020

Name of Policy	Admissions
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	To provide a fair and just admission procedure free from discrimination for all children between the age of 3 and 4 years old
Specific Objectives / Statements and Procedures	<ul style="list-style-type: none"> • It is important to note that school admissions are the responsibility of Lincolnshire County Council and that attending Kelsey Pre School does not automatically guarantee admission to Kelsey Primary School – the standard LCC policy will apply. • Overall the standard LCC admissions policy for the pre-school will take priority, the comments below are additional guidance. • Every effort will be made to accommodate children wishing to attend Kelsey Pre-School within Ofsted registration requirements • Any child reaching the age of 3 will be eligible to attend Pre-School. • Our admissions are based on the standard LCC pre-school admissions policy along with a waiting list system and priority is given firstly to date of birth and then length of time on the list. • Where possible we aim to offer preferred sessions. • Emergency admissions will be catered for where possible in consultation with LCC Birth to 5 service and if necessary Ofsted, e.g. a child in local authority care. • To ensure that Kelsey Pre-School is widely known in our local community, we will: <ul style="list-style-type: none"> ○ Place notices advertising the Pre-School in various locations ○ Encourage visitors to Pre-School ○ Build strong links with local infant / primary schools ○ Advertise Pre-School events in the locality ○ Be included on the Family Information Service website ○ Continue to be members of the LCC / birth to 5 partnership ○ Ensure our website is updated on a regular basis. • At Kelsey pre-school we have one group: <ul style="list-style-type: none"> ○ Operating between 0900 and 1200 ○ The maximum number of children will be 8. ○ Both these will be reviewed by March 2015 with a view to offering afternoon sessions, lunches and before / after school childcare. • Children are eligible to attend from their 3rd birthday – although free funding does not become available until the term after their 3rd birthday. (Please see fees policy). • Prior to admission we require a completed session reservation form, registration form, the relevant deposit if applicable (ie not eligible for free funding), Parent • Declaration form (for those eligible for free funding), a completed contract and a completed 'I am Special' booklet. • Information will be given to parents/carers prior to start date re fees (as per our fees policy) • Children Act Regulations and EYFS state practitioners must keep personal records of each child. This information is kept in a locked

	<p>cupboard as per our Confidentiality Policy.</p> <ul style="list-style-type: none"> • A full information booklet is provided prior to admission. • On admission, parents/carers will receive a welcome pack containing further useful information including the name of their child's key worker. • During the first two sessions, the admin assistant will liaise with the parent/carer to check registration form details are up to date and the key worker will liaise with the • parent/carer to learn about the child's history. • Where children are transferring from another setting we encourage parent/carers to provide as much information as they have on the previous setting, both verbally and via the registration form. The pre-school will then contact the previous setting and liaise regarding development, previous learning experiences and any other useful information to facilitate the smooth transition to Kelsey.
References to other relevant policies	Confidentiality, Complaints, Equal Opportunities, Inclusion, Special Educational Needs, Inclusion, Partnership with Parents, Settling In/ Transition, Welcome
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the Secretary of the Committee in conjunction with the headteacher using Parent Questionnaires, verbal and written comments from parents/carers and children, unless new legislation or an incident occurs which requires an immediate review of the policy
Signature	
Review Date	July 2020

Name of Policy	Staff Appraisal and Development
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	At Kelsey Pre-school we recognise the importance of working together to form a strong, committed, highly motivated, qualified staff team to ensure that we provide the best possible care and learning environment for each individual child attending pre-school. To facilitate this we aim to build upon the strengths of our team, offering support through mentoring, regular supervision meetings and annual appraisals/developmental reviews
Specific Objectives / Statements and Procedures	<p>The views of each individual within the staff team are important to us, as providers and as a team, to enhance the service and to continually strive to facilitate professional development. Appraisals will be undertaken annually with 1:1/Supervision /Probationary meetings and informal discussions carried out during the year led by the HT.</p> <p>Purpose of an appraisal:</p> <ul style="list-style-type: none"> • To ensure shared understanding • To establish good relationships • Review of overall performance • To identify training & development needs • To agree performance targets • To establish goals and aspirations • To provide appropriate feedback • To ensure the best outcomes for all children in our care. <p>The appraisal review:</p> <ul style="list-style-type: none"> • For all staff the appraisals will be led by the headteacher, and in the case of the headteacher, by the schools governing body. • We recognise that appraisals/developmental reviews are a two-way • interaction between the appraiser and the appraisee and are a • valuable and necessary tool to ensure a happy team. Therefore: • The appraisee will be given adequate notice of the date, time and place of the review and every effort will be made to adhere to the date set • Both the appraiser and appraisee will be well prepared and the appraiser will provide the appraisee with a copy of the appraisal self-evaluation for completion prior to the review (a minimum of two weeks before) • The headteacher will ensure that sufficient cover is in place to enable the review to take place, both for the appraiser and appraisee ensuring that the review is not interrupted and the quality of childcare is not compromised • The appraiser will arrange conditions to ensure a suitable, private and comfortable place for the review can take place

	<ul style="list-style-type: none"> • There will be a defined timescale for the review. • All matters discussed will remain confidential, however where information may need to be passed to another party, the appraiser will always inform the appraisee. • Both parties will be positive and open • The performance measures will be discussed and made available to both parties • The appraisee's views and opinions are very important and will be welcomed as valuable to the success of the review • Identified issues will be objective and specific examples made available to support discussions • If there is a strong difference of opinion there will be an opportunity for both parties to appeal if necessary with an independent person. (This will normally be the governing body's appeals committee). • Career development and training development needs, will be identified and a record kept • The development plans will set out clear objectives and will have a review date • The appraiser (HT) will discuss the outcomes with the governors pre-school committee – taking due regard to confidentiality. • A copy of the appraisal will be given to the staff member and a copy kept in their personal file.
References to other relevant policies	Induction/Training and Development Recruitment and Employment
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by a designated member of staff in conjunction with staff unless new legislation or an incident occurs which requires an immediate review of the policy
Signature	
Review Date	July 2020

Name of Policy	Complaints
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	<ul style="list-style-type: none"> • It is in the best interest of the children, families, pre-school and school that complaints are taken seriously and dealt with fairly and in a way which respects confidentiality. • Every effort should be made to resolve complaints quickly and to keep the person(s) making the complaint informed – however, on occasion this may not be possible, in which case the person(s) making the complaint should have this explained to them (e.g. if an external body is involved in the investigation).
Specific Objectives / Statements and Procedures	<ul style="list-style-type: none"> • At Kelsey Pre-School it is important that the service is deemed to be of a high standard. We welcome family partnership within our pre-school and strive to consider the individual needs and wishes of all our parents/carers and children. If parents/carers are unhappy with any aspect of pre-school provision, we encourage them to: <ul style="list-style-type: none"> • In the first instance discuss their concerns with the Pre-school worker / class one teacher. Many problems can be sorted out quickly and effectively. • If they feel this is inappropriate, or the outcome is unsatisfactory we will encourage them to put their concerns in writing to the Play Leader and/or Chair of the Committee. A mutually convenient meeting will be arranged with the Parents/Carers, Play Leader and Chair or designated senior member of the committee. • At this stage, if the outcome is not accepted further discussion with the Play Leader and Chair will take place. • If an agreement still cannot be reached, it may be appropriate to consult an external mediator acceptable to both parties (this mediator may be from the Pre-School Learning Alliance, a Staff Member or someone else who is acceptable to both parties). • In extreme cases it may be necessary to contact the Local Authority/ Ofsted • It is hoped that early discussions will resolve any concerns and provide a satisfactory outcome for a parent/carer and the pre-school. All discussions will be <ul style="list-style-type: none"> • kept confidential in accordance with our confidentiality policy. • In circumstances where we feel that discussions with parents/carers may be detrimental to a child's well-being, we will seek advice from LCC, Birth to 5, Ofsted or Social Care / services as per our Safeguarding Children Policy. • All complaints will be investigated and we will respond to all complaints in writing within 28 days. • A complaints form will be used (available upon request) and Ofsted will be informed by letter or telephone where necessary. • Two copies of records of complaints will be kept within the complaints file in a locked cabinet and held for a minimum of 3 years. • Where the complainant is dissatisfied with the outcome, an appeal

	<p>process would be instigated. (see Ofsted guidelines)</p> <ul style="list-style-type: none"> • If the complaint is against a member of staff, procedures will be followed as in Discipline and Grievance Policies • Ofsted Helpline Number: <ul style="list-style-type: none"> ○ 0300 123 1231
References to other relevant policies	Confidentiality, Discipline, Grievance, Partnerships with Parents, Safeguarding Children
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the Play Leader and/or Committee unless new legislation or an incident occurs which requires an immediate review of the policy
Signature	
Review Date	July 2020

Name of Policy	Confidentiality
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	We aim to ensure confidentiality at all times. Providing protection and respect for all our children and their families, staff and volunteers in accordance with the Data Protection Act 1998.
Specific Objectives / Statements and Procedures	<p>At Kelsey Pre-School the safety and welfare of each child, their families, volunteers and our staff team is of paramount importance. Confidentiality is a vital tool in ensuring this. All staff, committee and volunteers are made aware of this and staff regularly attend training to update their knowledge.</p> <p>Parents/carers are invited to look on our website for a copy of the policies and procedures document or can ask for a hard copy if needed.</p> <p>Records:</p> <p>Staff</p> <ul style="list-style-type: none"> • All staff records will be kept in a locked filing cabinet and access will be limited to the Headteacher and the Admin Assistant where appropriate. • Issues relating to staff will remain confidential to the Headteacher and only shared with the Chairperson, designated senior member of the governing body or outside agencies if advice is required. • All staff will have read and understood the importance of this policy. <p>Children</p> <ul style="list-style-type: none"> • Only parents/carers of a child will have access to their child's records, along with staff and outside agencies/professionals with, where appropriate, the parent/carers permission. • Sensitive records will be kept in a locked cabinet and access will be limited to the Headteacher, pre-school worker and Admin Assistant. • Students / volunteers will not be given access to any child's record unless written permission has been gained from the parent/carer of that child. They will also have to sign to say they have read and understood this policy. • Any paper, tick list etc containing the children's name/information will not be left accessible to other users and will be given to the Admin Assistant for instant shredding when no longer in use. • All visible lists will contain only the child's first name and initial of their surname. • The signing in sheet will be brought inside once the session commences and put back out at collection time. • All children's records will be kept until that child reaches the age of 21 years and 24 years for child protection records.

	<p>Online/computers.</p> <ul style="list-style-type: none"> • All computers will be password protected and there is no random access to ‘random’ users. • Only the child’s first name and surname initial will ever be used on the computer system. • All computers are switched off at night and the office door locked. The office is also locked if left un-attended e.g. if admin assistant needs to visit a class or go outside. <p>Discussions:</p> <ul style="list-style-type: none"> • Issues regarding staff will remain confidential to the HT and will only be shared on a ‘need to know’ basis, or if further advice is required, with e.g. chair, committee, outside agencies. • Staff will not discuss individual children with anyone other than the child’s parents/carers, or with each other for planning and curriculum purposes. • Any information given by parents/carers to staff will only be shared with the class one team, who will then only share with other staff or professionals on a ‘need to know’ basis or if further advice is required. • In the case of outside agencies and professionals being involved for discussion regarding a child, parental permission will be sought. Parents/carers will also be asked for their agreement on the child’s registration form. • Parental permission will be bypassed when the staff feel that a child is at risk of significant harm, and by talking to the parent/carer would endanger that child. • Further advice would then be sought from the appropriate agency. • Any concerns regarding child safety will be will be dealt with as per our Safeguarding Children Policy.
References to other relevant policies	Discipline, Equal Opportunities, Grievance, Safeguarding Children
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the Play Leader in conjunction with the staff team and Committee unless new legislation or an incident occurs which requires an immediate review of the policy
Signature	
Review Date	July 2020

Name of Policy	Discipline
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	The aim of the pre-school is to encourage a strong, committed, professional team of staff who work together well and in harmony to provide good quality child care and education for the children attending Pre-School.
Specific Objectives / Statements and Procedures	<p>Procedures for Disciplinary Action</p> <ul style="list-style-type: none"> • All incidents/situations will be taken seriously and investigated fully in a fair and consistent manner. • If the incident cannot be resolved via informal discussion, the HT will liaise fully with the Chair of governors or designated senior governing body member and the following staged process will come into force; Verbal warning, first written warning, final written warning and then final notice of dismissal. • Throughout the three staged process the employee has the right to be accompanied at meetings by a friend, trade union official or other chosen support, and has the right of appeal at which they may also be accompanied. • In the case of the complaint being against the HT, the standard Kelsey primary school complaints policy will be followed. • Examples of gross misconduct which compromise the safety and well-being of the children and staff in the care of Kelsey Pre-School and which contravene Kelsey Pre-School Policies and Procedures will result in instant dismissal. <p>Discipline Procedure</p> <p>Informal Discussion</p> <ul style="list-style-type: none"> • In order to maintain harmony within the staff team and for each individual staff member to feel valued, every effort will be made to avoid formal disciplinary procedures. • In the case of a minor disagreement amongst pre-school staff, it will be encouraged that these be resolved immediately The HT / ST will ensure that s/he is promptly available for discussions with employees. • Where necessary the HT / ST will act as mediator. In cases where this is inappropriate, help and advice will be sought from the Chair of governors or designated pre-school committee member. • If the incident concerns the HT / ST the Chair or senior designated pre-school committee member will be the mediator. • In the case of the HT being dissatisfied with the conduct or quality of work of an Employee, discussions will take place to inform the Employee and to jointly devise a development plan. The Chair of the governors pre-school Committee will be informed. • Further reviews will take place weekly or fortnightly depending on the issues. • If after an agreed time conduct and/or working practices show no

improvement, and the agreed development plan is not being adhered to, then a verbal warning will be issued. This will be recorded and kept on the Employee's personal file in a locked cabinet.

Verbal Warning

- Where the pre-school committee or HT is dissatisfied with the conduct or activities of an Employee a verbal warning will be issued.
- The employee will be given a date to attend a meeting.
- An interview will be held between the pre-school committee Chairperson (or designated senior committee member), the Play Leader and the Employee. The Chairperson or designated senior committee member will explain the complaint.
- The Employee will be given full opportunity to state his/her case.
- If the Chairperson (or designated senior committee member) considers the warning to be appropriate the Employee will be informed of:
 - what action is required to correct the conduct
 - A specified time to carry out the action
 - Failure to correct the conduct within the specified time will result in further action being taken.
 - a copy of the warning will be kept on file for 12 months.
 - Right to appeal against the decisions taken during the meeting.

Written Warning

- If the Employee fails to correct the complaint as discussed in the verbal warning, a second meeting will be convened.
- The Chairperson (or designated senior committee member) will outline the complaint as at the verbal warning and re-iterate where the necessary aspects of the complaint which remain unaddressed.
- The Employee will be invited to state his/her case.
- If a further warning is considered to be appropriate, it will be explained to the Employee that a letter containing written details of the complaint will be sent and a copy kept on the Employee's file for 12 months.
- The letter will contain:
 - a clear reprimand and the reasons for it
 - outline necessary action required to correct the complaint
 - a reasonable date by which the Employee is required to address the complaint fully.
 - A warning that if the complaint is again not fully addressed a further disciplinary meeting will be convened which could result in dismissal.
 - Inform the Employee of their right to appeal.

Final Written Warning

If the Employee still fails to correct the conduct as outlined in the two previous stages, a meeting will be called at which:

- The Chairperson (or designated senior committee member) will outline the complaint
- The Employee will be invited to state his/her case
- If the Chair of governors (or designated senior committee member) is still unsatisfied with the outcome of the above procedures a final written warning will be issued detailing the content of the complaint, any actions previously taken, a further development plan and a timescale of up to two weeks to rectify the situation.

Dismissal

If the Chair of governors (or designated senior committee member) and Play Leader (if appropriate) are still unsatisfied with the outcome of the above procedures a decision may be made to dismiss.

In this instance:

1. the Employee will be given notice of dismissal verbally and by letter
2. reasons for the dismissal will be given
3. the Employee will be informed of their right of appeal.

Written warning, final written warning and subsequent dismissal paperwork will be kept on staff personal file for 6 years after cessation of employment.

Gross Misconduct

- Actions such as ill treatment of children, gross carelessness which jeopardises health and safety of children and adults, assault, being unfit due to alcohol or drug abuse, malicious damage, theft or fraud are deemed examples of gross misconduct. This list is neither conclusive or exhaustive.
- If the circumstances appear to warrant instant dismissal an employee may be suspended with pay whilst investigations are made.
- Investigations should take no longer than 28 days and be conducted by the HT, Chair of governors, and one other nominated member of the pre-school Committee or full governing body.

	<p>Appeals</p> <ul style="list-style-type: none"> • Throughout the three stages of the disciplinary procedure, employees will be informed of their right to appeal. • The appeal must be made in writing within five days of the disciplinary interview • The Committee will nominate two or three members to be The Appeals Committee. • Where possible the appeal hearing will be held within ten days of receipt of the appeal. <p>At the appeal meeting:</p> <ul style="list-style-type: none"> • This will normally be conducted by the governing body appeals committee. <p>- the Employee will outline the reasons s/he is dissatisfied with the procedures and is invited to ask questions</p> <p>-the Chairperson of the Appeals Committee will outline the reasons for the disciplinary procedure and may ask questions.</p> <p>- Witnesses may be called and questioned by either the Employee or Chairperson of the Appeals Committee</p> <p>- The Appeals Committee will consider and make known it's decision by written communication.</p> <p>A written record will be kept on the staff member's personal file and in the disciplinary file in a locked cabinet for 6 years after cessation of employment.</p>
References to other relevant policies	Complaints, Confidentiality, Equal Opportunities, Grievance Procedure, Health and Safety, Inclusion, Induction, Recruitment and Employment, Safeguarding Children, Transport and Outings
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the Chair or Secretary of the Committee in conjunction with the Play Leader unless new legislation or an incident occurs which requires an immediate review of the policy.
Signature	
Review Date	July 2020

Name of Policy	Emergency Closure
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	<ul style="list-style-type: none"> • To provide for the welfare of all children, staff and volunteers while on Pre-School premises. • To ensure a safe, child friendly Pre-School environment is available to all children, staff and volunteers. • To conform with Health & Safety legislation. • In the event of severe weather we will make every effort to keep the Pre-School open and to continue as normal. • However, in certain circumstances this may not be possible and children will be sent home. Every effort will be made to notify parents/carers in advance. • The reason for such a decision may be: <ul style="list-style-type: none"> ○ Unsafe site ○ Not enough staff or suitably qualified staff able to reach the pre-school to care for the children safely ○ The staff/child ratio would be compromised
Specific Objectives / Statements and Procedures	<p>Adverse Weather</p> <p>Our main priority is to ensure the safety of all children and adults.</p> <p>The Pre-School staff will make every reasonable effort to reach Pre-School in adverse weather conditions. However, where staff have substantial distances to travel from home to Pre-School consideration will be given to the nature of these journeys. If staff feel that it will be impossible, or dangerous, for them to attempt their journey because of adverse weather conditions, then they should inform the school as soon as possible and by 0800 (by leaving a message on the answer phone if necessary).</p> <p>Staff who reach Pre-School should stay there if the physical conditions of Pre-School are satisfactory, even if there are not many children in attendance. Staff who are not required for the running of the session can use their time in non-contact work, in-service training etc.</p> <p>Closure of Pre-School</p> <p>The decision to close will be made by the headteacher in consultation with the Chair of the governing body or designated senior committee member.</p> <p>If the headteacher is unavailable, the decision would be made by the senior teacher, or a senior member of staff, in consultation with the Chair of the governing body or designated senior committee member.</p> <p>It would be necessary to close Pre-School if:</p> <ol style="list-style-type: none"> 1. It becomes clear that there are a significant number of distant staff unable to arrive at Pre-School to ensure the Health & Safety of the children or if in attending work they need to bring in their own children

which will then affect the child/staff ratio's.

2. The adverse weather conditions in the locality of Pre-School are such that a significant number of staff are unable to get to Pre-School to ensure the Health & Safety of the children and there is potential danger to children/parents attempting to get to Pre-School.

3. The Pre-School site is not in a state to ensure the Health & Safety of the children.

Regular information is obtained from the Met Office and the Highways Agency, as well as reports from BBC/Sky weather sites and local radio station. Other local pre-schools or schools may also be consulted.

If the weather becomes a problem during the pre-school day, or where weather conditions are anticipated to become too hazardous to travel later, parents/carers may be contacted via the emergency contact details and asked to collect their children.

In such circumstances parents/carers may choose to collect their children or to make arrangements with an emergency contact to collect (correct password must be used). Such an early release will be contemplated in very extreme circumstances. Sufficient staff will remain at Pre-School until all children have been safely collected.

In this situation we would ask parents not to ring into Pre-School to find out the position regarding early closure as this simply means telephone lines are blocked and no one can ring in or out. We advise parents/carers to wait to be contacted.

If the weather is a problem at the start of the day and the headteacher has decided to close Pre-School then the decision will be made between 7.00 – 8.00 am. In the event of closure, the headteacher will:

1. Implement the Pre-School emergency Policy by 0800
2. Inform Ofsted by 9.00 am (0300 1231231)
3. Place a notice on the school website: www.kelsey.lincs.sch.uk
4. Place a notice on the answer phone.
5. Contact Lincs FM using the relevant password. This is held by the headteacher.
6. Arrange, if at all possible, for locally based administrative and teaching staff to oversee Pre-School and answer any calls from parents/carers

Pre-School will make all practicable efforts to keep parents/carers informed in respect of the situation at Pre-School during adverse weather conditions, as we appreciate the uncertainty and difficulties this can cause parents/carers.

In the event of snow/ice pathways will be cleared and salted and maintained as clear as possible during the day. During adverse

	<p>weather conditions, the playground at the front and rear may be out of bounds (where untreated) to parents/carers and staff at the beginning and end of Pre-School sessions.</p> <p>Children will be given reminders at registration, during and at the end of the session that pathways remain dangerous. Parents/carers are responsible for ensuring that their children do not run/slide in the Pre-School grounds before and at the end of each session.</p> <p>Each parent/carer has to make the decision about whether to send their child to Pre-School or not. If in their judgement the weather is such that it would be dangerous to send their child to Pre-School we would wish for the parent/carer to keep their child at home and inform pre-school of the decision as soon as possible.</p> <p>If Pre-School / school closes due to for instance heating or electrical failures refunds will be given to parents/carers for those who either fully or partially self-fund. Another session may be offered at another time in the future but where one is not available then the parent/carer will need to make an application to the school who will review each case individually. Advice will be sought from LCC regarding refunds for funded placements. Absent staff will not be paid.</p> <p>Emergency Closure</p> <p>Any such incident which affects the whole Pre-School such as power failure/ boiler breakdown or staff/child ratios due to staff absence/sickness.</p> <p>The above procedure for notifying parents/carers about closure, or about collecting children early will be followed.</p> <p>It is not usually possible to foresee when an emergency could force the Pre-School suddenly to close. To ensure each child or adults safety, we ask that parents/carers:</p> <ul style="list-style-type: none"> • To keep appropriate contact telephone numbers up to date and emergency contact details. <p>The Admin Assistant will check these details with each parent/carer at the start of each term.</p>
References to other relevant policies	Safeguarding Children, Health & Safety
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the designated staff member in conjunction with the staff team unless new legislation or an incident occurs which requires an immediate review of the policy.
Signature	
Review Date	July 2020

Name of Policy	Equal Opportunities
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	<p>Kelsey Pre-School is committed to providing equal opportunities for all children and families and to take positive action to avoid/eliminate discrimination in all areas of our work.</p> <p>We work with all relevant legislation including The Equality Act 2010, The Disability Discrimination Act 1995 and 2005, The Race Relations Act (amendments) Act 2000, The Sex Discrimination Act 1975, The Human Rights Act 1998 and The Children’s Act 1989/2004, as well as any updates or amendments to these pieces of legislation.</p>
Specific Objectives / Statements and Procedures	<p>Setting</p> <ul style="list-style-type: none"> • At Kelsey Pre-School we aim to ensure that all children and families feel welcome and comfortable within the group. • Where possible all groups activities will be open to all children and their families and to all adults committed to their care and education. • We aim to ensure all who wish to work in or volunteer to help with our pre-school have an equal chance to do so within our safeguarding policy guidelines. • No child/family/staff member or visitor will be discriminated against on the grounds of race, class, culture, religion, gender, age, disability or learning difficulties providing our safeguarding procedures are met. • We aim to avoid the stereotyping of any individual with regard to race, class, culture, religion, gender, age, disability or learning difficulties. • There is a named SENCO. S/he is responsible for advising and supporting all staff to providing a stimulating and varied programme of play and ensuring the safety and well-being of all children, and in particular a child/children specifically with Special • Educational Needs. At all times the SENCO will, where necessary, refer to SEN Code of Practice and Disability Discrimination Act 1995 & 2005 (see also the Special Education Needs Policy) <p>Training</p> <ul style="list-style-type: none"> • All staff, volunteers and students will implement and adhere to the Equal Opportunities policy. • A copy of all policies and procedures will be given to each new member of staff and student as part of their induction pack • The Training Officer will advise of any other relevant courses available and make arrangements for staff to attend. <p>Resources</p> <ul style="list-style-type: none"> • Toys, equipment, activities, displays and books reflecting our multicultural society are offered to all children, and all are encouraged to use the available resources.

Working with parents

- Parents and children for whom English is an additional language will be welcomed and staff will ensure they become familiar with some aspects of the families first language. Help and advice will be sought from LCC / birth to 5 and other agencies to facilitate this.
- Respectful awareness will be shown to festivals which are celebrated in our area and within our families. Other festivals will be also introduced through activities and stories.
- We aim to be a fully inclusive pre-school irrespective of race, class, culture, religion, gender, age, disability and learning difficulties
- All parents/carers will be encourage to access a copy of the policy document via our website or at request for a hard copy and will be encouraged to comment on the content.
- All discriminatory actions and remarks are unacceptable and should the need arise, action will be taken by the HT or other senior staff or committee members to address this.
- We aim to find out and have a good knowledge of our children and their family's customs and beliefs, dietary requirements and dress code via verbal communication and our registration form.

Community Links

- Where it would facilitate improved or complementary services to the children and staff of pre-school, links with community support agencies will be encouraged.
- For individual children with additional needs, support services such as health care, social care and other agencies will be welcomed.
- During topic work visitors to the pre-school from community support services will be invited to aid the children's learning and development.
- Members of our local community are encouraged to come to our setting through topic work, volunteers, visitors, fundraising and social events.

Teaching and Learning Styles

- Each child will be treated as an individual who is unique and will be valued unconditionally.
- All children including those who are disabled or have special needs will be included, valued and supported and all reasonable adjustments will be made for them.
- Each child will be given opportunity and encouragement to have experiences of and develop in the seven areas of learning and development as set down by the DFE within their developmental capabilities.
- Children will be provided with positive images which are non-discriminatory and reflect all aspects of society
- All children will be given the opportunity to develop awareness of

	<p>our wider society, leading to deeper understanding of the need to respect others</p> <ul style="list-style-type: none"> • Children will be encouraged to show respect for others and for themselves • Staff will be positive role models. • Inclusion will be monitored on a daily basis through 'carpet time' discussions with the children and daily contact with parents/carers. Assessment of development will be an ongoing process through the use of 'on track'. This will be undertaken via the 'key worker' system. <p>Beliefs and Faiths</p> <ul style="list-style-type: none"> • We will encourage parents/carers to inform Pre-School of their beliefs and faith on the child's registration form and staff will inform themselves of these beliefs and • faiths. However we will respect the wishes of those who prefer not to share that information with us. • Staff will be encouraged to inform Pre-School of their beliefs/faith on their staff registration form. We will respect their wishes if they prefer not to share that information with us. • Festivals, cultures, beliefs and faiths will form part of our early years curriculum.
References to other relevant policies	Discipline, Inclusion, Recruitment and Employment, Special Educational Needs, Safeguarding Children, Welcome
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by a named staff member in conjunction with the staff team unless new legislation or an incident occurs which requires an immediate review of the policy.
Signature	
Review Date	July 2020

Name of Policy	Fees
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	Kelsey Pre-School is committed to equal opportunities for all, ensuring it's accessibility to all families in the community, and whilst providing high quality care and education, aims to keep fees as low as possible. We recognise that families have differing means. We aim to meet the individual needs of all families.
Specific Objectives / Statements and Procedures	<p>Although the pre-school is part of Kelsey Primary School, under the headteacher and governing body, it is run as a separate entity for financial purposes. LCC will not allow any transfer of funds between the pre-school and the school. Hence the pre-school must cover its own operating costs.</p> <p>Kelsey Pre-school will operate fees at the current national single funding formula level and will not charge above this.</p> <ul style="list-style-type: none"> • Kelsey primary Schools headteacher and administrator will calculate the fees, inform parents, oversee and monitor the collection of fees and to bank monies as necessary. S/he will provide clear and prompt information about fee invoices including amount due, how to make payment, date fees are due and who to contact for all enquiries. • On request Kelsey Pre-School will advise parents/carers of information in relation to childcare benefits, childcare vouchers, discounts, and exemptions and where to obtain further detailed information. • An invoice will be issued at least 2 weeks prior to the start of term or new starter date • Fees are payable termly or half-termly in advance. • The responsibility for ensuring payment reaches pre-school by the due date remains with the parent/carers • Fees are reviewed annually incorporating the current single funding formula. • Pre-School requires 6 weeks' notice in writing should alterations to session requirements be required – but in exceptional circumstances we will attempt to waive this. • New starters – for non-eligible funded children, a deposit is required to secure sessions up to a term in advance of a child starting pre-school. The deposit is deducted from the first half-term's fees. Should the place subsequently not be taken, the deposit will become non-refundable • For those eligible for funding, no deposit will be requested. However, for those sessions reserved and then not taken up or cancelled without six weeks' notice, an admin fee will be charged • Administration Fee – we reserve the right to charge an administration fee for places which are offered, accepted and then not taken up. This fee also applies to places which are taken up and cancelled within the first four weeks • Children moving to pre-school in the Autumn Term – session preferences will be sought from parents/carers during the last half-

term before the summer holidays.

- Firm offer letters will be sent out requesting a signature on a session reservation form and completion of the Parental Booking Agreement to secure funding. Any parents/carer requesting sessions which are subsequently not taken up with the required 6 weeks' notice will be liable to pay an admin fee.
- Lunch Club: fees are payable termly or half-termly in advance, where appropriate, and will be included in the fees invoice.
- A flexible payment structure can be arranged with the school if required
- It is the responsibility of parents/carers to contact the school administrator to arrange a flexible payment plan.
- Where changes in family circumstances result in a loss of income due to illness, redundancy, bereavement, separation or divorce, or the long term absence of the
- child due to illness, we will negotiate a reduced payment plan which benefits all parties.
- Once a payment plan has been agreed it will be closely and regularly monitored by the school administrator and when necessary may be reviewed
- Confidentiality will be maintained in accordance with our confidentiality policy.
- We are members of the LCC Birth to 5 Partnership and as such accept funding for eligible 3 and 4 year olds. Children become eligible for up to 15 hours funding
- per week the term after the child's third birthday.
- Pre-School will inform parents/carers when their child becomes eligible and will provide a Parent Declaration Form to complete to secure the funding
- Funding is available for up to 15 hours per week for 38 weeks per year
- Parents/carers can choose to use funding entitlement across a maximum of two settings
- The minimum allocation to one setting is 2.5 hours and in this instance partial funding and self-funding can be used in payment for sessions

Collection and Debt Recovery

The aims of the policy are:

- Ensure all fee invoices are issued timely and promptly and to remind parents/carers quickly of any outstanding amounts, both verbally and in writing
- Promote positive action to prevent arrears occurring by providing a range of payment methods
- Encourage parents/carers to make early contact and avoid late/non-payment of fees
- Consider enforcement action against deliberate non-payers or those who delay payment.

	<ul style="list-style-type: none"> • Kelsey Pre-School has a legal duty to recover all sums due efficiently and effectively. Our Collection and Debt Recovery policy (see below) ensures that collection methods are fair to everyone, especially those on low incomes or those with a sudden change in circumstances. • Where a parent/carer makes contact with the pre-school, their circumstances will be sensitively and confidentially considered with a view to agreeing a reasonable payment and minimising recovery action and helping to alleviate possible hardship. Where parents/carers fail to establish contact or maintain arrangements, recovery action will continue <p>The school administrator / HT will:</p> <ul style="list-style-type: none"> • telephone parent/carer within 7 days after payment due date has expired • send out a payment reminder within 14 days after payment due date has expired and the parent/carer will be encouraged to discuss any difficulties they may be experiencing with payment. • All information collected is governed by the Data Protection Act 1998 and Kelsey Pre-School confidentiality policy • advise on possibly utilising tax credits or childcare vouchers. • liaise with the parent/carer to advise on re-scheduled areas amount and appropriate payment method • provide a detailed summary of the re-scheduled amount, • in writing, showing relevant amounts and instalment due • dates • advise the parent/carer to commence and maintain payments immediately and will monitor the payment progress <p>In the case of fees still not being paid:</p> <ul style="list-style-type: none"> • The HT will have a verbal communication with the parents/carers; • If the above does not achieve a satisfactory result a formal letter will be sent to the parents/carers requesting immediate payment of outstanding fees and informing them of further action • If after 14 days no contact is made by the parents/carers advice will be sought to enable the pre-school to recover the debt
References to other relevant policies	Admissions, Confidentiality, Equal Opportunities, Partnership with Parents/Carers
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the HT in conjunction with the Committee unless new legislation or an incident occurs which requires an immediate review of the policy
Signature	
Review Date	July 2020

Name of Policy	Food and drink
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	Pre-School will aim to provide a varied range of healthy and nutritious lights snacks for the children. To give the children the opportunity to be independent, make choices and be aware of good health and hygiene practices.
Specific Objectives / Statements and Procedures	<p>Staff</p> <ul style="list-style-type: none"> • Staff are encouraged to keep up to date with the latest guidelines through literature and training and these are then discussed at staff meetings to ensure relevant implementation. • Staff are invited to contribute to snack planning within the general planning remit. • At least one staff member will hold, and all staff members will be encouraged to obtain a basic food hygiene certificate. • Parents are advised to bring in suitable snacks for birthday snack and are encouraged to provide a healthy packed lunch for their children (see welcome booklet). • Regular re-iteration of good hand washing practice is given daily. Staff are also encouraged to model good practice throughout each session and especially at lunch club with hand washing, choice of food, eating, table manners, positive social behaviour, etc. • Each child is allocated a Key Worker to ensure each child's individual needs are understood and respected • Parents/carers are required to fill in a registration form (which is reviewed termly), on which details of dietary needs, allergies, the dietary needs of religious groups, vegetarians, vegans etc are requested. • In some circumstances of specific dietary need, parents/carers are invited to bring in snack and baking ingredients (for activities) for their child and/or discuss with the Key Worker suitable snacks to be provided by the pre-school. • Children will be discouraged from sharing snack/lunch with each other to adhere to hygiene guidelines/allergies • Key Workers will discuss allergies and specific needs of the child with the parent/carer and continue to re-assess through the child's time at Pre-School • Topics, resources, activities and learning are often based around healthy living. Visits from dentists and other healthcare professionals are arranged within topic weeks. • Only staff will serve the child's snack in the case of specific dietary needs and all staff are aware of allergies. • An allergy list is displayed on the snack trolley. The list is also displayed in the staff cupboard and is updated immediately by the Admin Assistant on receipt of new information from a child's parent/carer • The need for good oral hygiene and healthy eating, lifestyle choices and hygiene routines are explained and encouraged.

Children

- Snack time promotes independence and develops social skills by allowing the children to choose their own cup, pour their choice of drink and select their choice of snack.
- We operate three forms of snack – group, café and birthday. At café snack the children will choose when they would like to sit down. The children are encouraged to sit within a social group and learn to interact with their peers in a responsible and socially acceptable manner.
- Children are encouraged to wash hands before eating food and after toileting.
- The likes/dislikes of each child is taken into consideration when planning the snack and a choice of two different foods are offered.
- All children are encouraged to try different foods.

Parents/Carers

- Parents/carers are invited to inform pre-school of their child's likes/dislikes when they first join pre-school through discussion with the Key Worker.
- Staff will regularly discuss with parents/carers any particular allergies or dietary needs and they are consulted with regards to planned snack menu's .

Equal Opportunities

- Pre-School will consider every child's dietary needs.
- Children will be exposed to and sample food from other cultures and learn about any significance that food may have within tradition or religion.
- Children will learn about the importance of food when celebrating culture and tradition.

Food and Drink

- Adults are encouraged to follow basic hygiene procedures before preparing snack (e.g. hand washing, no open cuts, use correct utensils, food storage, check dates, etc)
- The kitchen area is kept clean regularly throughout the session and specifically prior to snack preparation. The staff member preparing snack will ensure that they follow hygiene procedures, e.g. wash hands, clean down surfaces.
- Milk and snacks requiring refrigeration are kept at 8 degrees Centigrade. Other snacks are stored in cupboards and are checked regularly and the 'best before' dates adhered to.
- Drinks of milk or water are provided at snack time with a small amount of food. Children are made aware of the availability, if required, of a drink at other times via the water machine situated in the school room.

	<ul style="list-style-type: none"> • Parents are advised about safe storage of packed lunch boxes within the welcome booklet and through periodic letters home. Lunch boxes will be stored on the lunch box trolley and kept away from direct heat. • Where possible every effort will be made to recycle packaging and food waste will be kept to a minimum.
References to other relevant policies	Administration of Medicine, Equal Opportunities, Health and Safety, Inclusion, Induction/Training and Development, Promoting Positive Behaviour, Settling In/Transition, Special Educational Needs, Transport and Outings
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by a named staff member in conjunction with the staff team unless new legislation or an incident occurs which requires an immediate review of the policy
Signature	
Review Date	July 2020

Name of Policy	Grievance
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	The aim of the Committee and Play Leader is to encourage a strong, committed and professional team of staff who work together well and in harmony. All grievances will be dealt with fairly, timely and each individual will have the right for representation and appeal.
Specific Objectives / Statements and Procedures	<ul style="list-style-type: none"> • At Kelsey Pre-School we aim to avoid grievances by having a policy of open and regular communication between the staff team and committee. The Play Leader is committed to supporting the staff team by being available to discuss any concerns, involving the full staff team in decision making and changes to working procedures. Each individual staff member is valued and any concerns which they may have will be treated seriously, professionally and confidentially. • If an employee is dissatisfied with aspects of his/her terms and conditions, staff relations, or any other situation regarding his/her employment at Kelsey Pre-School the grievance procedure will be followed in adherence to statutory grievance procedures from LCC. • In the case of minor disagreements among pre-school staff it will be encouraged that these be resolved immediately by informal discussion. The HT (or ST in the HT's) will ensure s/he is promptly available for discussions with employees. • The HT will meet with the employee to discuss the grievance and where necessary advice will be sought to enable the situation to be resolved quickly. If the situation is unable to be resolved the HT will liaise with the Chairperson of the governors Pre-School Committee. These discussions will be recorded and kept in the staff file in a locked filing cabinet. • If it is not possible to resolve a grievance informally employees should raise the matter formally and without unreasonable delay with the HT (or ST) if the grievance is about the HT. This should be done in writing and should set out the nature of the grievance. • If an employee is dissatisfied with the outcome of informal discussions, they are invited to send a written statement outlining the grievance to the Chair of the governing body. A grievance meeting will be arranged within ten days: <ul style="list-style-type: none"> • The governing body will establish a committee of 3 governors to further investigate the grievance • A meeting will be arranged at which the employee may be accompanied by a friend or trade union official if wished • The employee will state his/her grievance • Open discussions will take place and if further advice needs to be sought, the meeting may be adjourned and reconvened as soon as the advice is received. • If the grievance is upheld a clear timescale will be decided upon within which to enable the grievance to be resolved. • If the matter cannot be resolved at this meeting the committee will take further advice from outside agencies.

	<ul style="list-style-type: none"> • A decision will be made and the employee will be informed within fourteen days in writing • If the Employee is unhappy with the decision of the sub-committee, they have the right to appeal. • A written record of the grievance meeting will be kept in the staff file in a locked cabinet. <p>Appeals</p> <ul style="list-style-type: none"> • The appeal must be made in writing within five days of the decision letter outlining the outcome of the grievance meeting. • The governing body will nominate three members of the committee or representatives from outside agencies to be the Appeals Committee (these must not have been involved in the original hearing) • The Employee has the right to be accompanied by a friend or trade union official • The employee will outline the reasons s/he is dissatisfied with the outcome of the grievance meeting • Witnesses may be called by either the Employee or Chair of the Appeals Committee • The Appeals Committee will consider and make known it's decision in writing within ten days of the Appeal Hearing • A written record of the meeting will be kept in the staff file in a locked cabinet. <p>If the member of staff is still dissatisfied they should contact LCC human resources for further advice and support.</p>
References to other relevant policies	Complaints, Confidentiality, Discipline Procedure , Equal Opportunities, Induction/Training and Development, Recruitment and Employment
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the Chair of the pre-school Committee in conjunction with the HT, unless new legislation or an incident occurs which requires an immediate review of the policy
Signature	
Review Date	July 2020

Name of Policy	Guidance for staff: Adult interactions with children (language and communication)
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	KPS recognise the importance of all aspects of communication in the overall development of children and strive to give each child the opportunity and support to feel confident and comfortable communicators with adults and peers.
Specific Objectives / Statements and Procedures	<ul style="list-style-type: none"> • Staff will be converse with the benefits of open and two-way interactions with children. Training will be made available to all staff through induction, appraisal and via the Training Officer. • All staff will know the importance of eye to eye contact in order to hold a child’s attention and let them know they are communicating with them. • Staff will get down to a child’s level wherever possible to gain eye contact • Makaton and other sign languages will be used where appropriate/necessary. Staff will attend training courses as required • Staff will recognise the importance of open communication with children • All staff are aware of the importance of communicating with each child during a session and giving them time to speak, listen and respond • Staff will give full explanations of what they are doing and why and give children time to understand and process the information • Staff will communicate with children whilst doing everyday tasks and encourage the child to have a free and open conversation regarding their own experiences. • Staff are encouraged to model correct language and model back to the child in the correct way. Staff understand techniques for this through mentoring and staff communication/training • Activity planning sheets are used to highlight key words to be used during a topic or activity • Displays will be provided with letters of the alphabet and corresponding items to strengthen knowledge of initial sounds • Rhyming and prediction opportunities are encouraged through carpet times, stories, singing and dance • Open ended questions will be used to encourage the child to respond with language rather than one word replies • Staff will demonstrate they are listening to children with eye contact, getting down to the child’s level and responding to a child’s comments • Staff will ensure children are given time to respond, including extra time for those who experience speech and language difficulties • Staff will deliver questions offering choice to build vocabulary. • A mark making table will be offered at every session with a variety of writing mediums • Opportunities both indoors and outdoors will be provided within general and role play eg café, menus, orders; shopping lists etc

	<ul style="list-style-type: none"> • Children are encouraged to ‘write’ their name on their creations • All staff are aware of child development stages with regard to writing • Children are encouraged to recognise their written name by registration cards and library cards • Through topic work and special occasions children are encouraged to ‘write’ messages in cards, etc • Children are encouraged to engage in free communication with adults and their peers throughout the session and at carpet and showing times. • Staff are encouraged to interact with children at all times – knowing when to step back so as not to interrupt/unwittingly direct play when inappropriate to children’s child initiated learning and development. • Children and families with communication and language difficulties will be supported as per our SEN policy. • Children and families with English as an Additional Language (EAL) – advice will be sought from outside agencies and in full open communication with the parents/carers/families.
References to other relevant policies	Guidance for Staff re Observation, Planning and Evaluation Cycle, Promoting Positive Behaviour, Special Educational Needs, Induction/Training and Development
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by a named staff member in conjunction with the staff team, unless new legislation or an incident occur which requires an immediate review of the policy.
Signature	
Review Date	July 2020

Name of Policy	Guidance for staff: Mentorship
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	These guidelines are intended to provide individuals and employees with information on the benefits of mentoring, the role of the mentor and guidance on establishing, conducting and reviewing mentoring relationships and how mentorship can be utilised in Kelsey Pre-School.
Specific Objectives / Statements and Procedures	<p>Benefits of Mentoring</p> <p>For the mentee</p> <ul style="list-style-type: none"> • It aids induction into a new job • It helps with understanding of the formal and informal structures of the Pre-School • It helps develop skills both professionally and personally based on individual need • It provides a new staff member to reflect on their progress and or problems in a confidential environment with someone other than their manager. • Strengthens staff relationships <p>For the mentor</p> <ul style="list-style-type: none"> • It broadens his/her own skills and knowledge • It provides a different dimension to their current job/role • Can bring new insights into the running of the organisation. • Strengthens relationships with mentee <p>For Pre-School</p> <ul style="list-style-type: none"> • It helps break down hierarchical barriers. • Improves communication • Improves transfer of learning • Improves skills of employees • It can improve staff retention. • Helps achieve good staff relationships • Benefits team building <p>Role of the Mentor</p> <p>The mentor's role involves providing support and resources to a new member of staff through regular one-one meetings. They will be expected to facilitate a supportive and developmental relationship with the mentee. They are not however, expected to be able to solve all problems or be an expert in any way. At times it may be that the mentor needs to refer to another staff member for advice. A mentor will need to use different skills and approaches depending on the subject or situation.</p>

A mentor should;

- Attend the relevant mentorship course if available
- Initiate the first meeting and ensure the mentee understands the purpose of mentoring.
- Provide friendly, professional support and guidance relating to any problems/issues raised by the mentee
- Help clarify goals and development needs
- Share informal and formal knowledge of the workings of Pre-school.
- Introduce mentee to relevant contacts, parents/carers, committee members and volunteers.
- Support the mentee fully during the probationary period
- and beyond

Skills and Qualities of a Mentor

- Be interested in being a mentor
- Be supportive of change
- Encourage others
- Cares and respects others
- Trustworthy
- Have appropriate professional knowledge and skills
- Friendly and approachable
- Listen actively and effectively
- Reflects back feelings and opinions
- Give constructive and positive feedback
- Confidence to seek help/guidance from HT if needed
- Confidentiality

Guidance for choosing the mentor/mentee relationship

The mentor should;

- Be someone with experience of the workings/running of the Pre-School
- Be on same or slightly higher grade than the mentee
- Understand the day to day responsibilities of the mentee
- Not be the appraiser/manager of the mentee
- Only have one mentee at a time

Content of Mentoring Meetings

- The content of the meetings should be agreed in principle between mentor and mentee before the first meeting – i.e. location of meetings, length of meeting ,frequency of meetings etc.
- Ground rules should also be agreed in terms of confidentiality on both sides and any limits of the role (e.g. types of issues to be discussed and personal issues)

	<p>Subsequent meetings may include;</p> <ul style="list-style-type: none"> • Induction process and induction checklist review • Professional progress • Identification of problems • Training opportunities • Action planning <p>Duration of mentorship</p> <ul style="list-style-type: none"> • The duration of the mentorship will be decided between the mentor and the mentee and it may well come to a natural conclusion. However, it need not necessarily be related to the length of the induction or probation period.
References to other relevant policies	Induction/Training and Development, Appraisal & Supervision, Inclusion, Welcome, Confidentiality
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the Play Leader in conjunction with the staff team unless new legislation or an incident occurs which requires an immediate review of the policy.
Signature	
Review Date	July 2020

Name of Policy	Guidance for staff: observation, planning and evaluation cycle
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	At Kelsey Pre-School we believe in learning through play. We are committed to providing an enjoyable learning experience encouraging development in the seven areas of learning and development as set down by the DFE through careful curriculum planning and by providing appropriate activities and resources. We endeavour to inform parents/carers of how we plan, observe and evaluate each session.
Specific Objectives / Statements and Procedures	<p>Observations</p> <p>Numerous styles of observation techniques will be used by the staff on a daily basis throughout the sessions. These include:</p> <ul style="list-style-type: none"> - Group Observation - Photography - Post it notes - Observations forms - Communication - Individual observations <ul style="list-style-type: none"> • Observations will be used to inform the Key Worker of how the child is progressing and s/he will use this evidence on the child's individual 'On Track' profile and to plan for 'next steps' • We aim to carry out full detailed observations on each child regularly. • The child's Key Worker (pre-school worker) is responsible for gathering specific evidence on individual children to ensure, when planning, activities and resources are available to strengthen learning development • All staff will support each other by gathering observational evidence on all children and passing to the Key Worker (pre-school worker) • All staff will liaise with each other to ensure opportunities of extra practice or next steps of development for each child. • We use observations to inform the Key Worker of how the child is progressing and use this evidence on their individual 'On Track' profiles and to plan for 'next steps' • At induction staff are provided with a detailed document regarding observation techniques and the importance of observations. • Each staff member will attend an 'in house' training session on child observations. • Peer observation will be researched and used as part of on-going in house training and development

Planning

- At pre-school we are continually striving to implement planning procedures which best suit the children, staff and early years foundation stage curriculum guidance. We have various methods we use:
 - The class one teacher is responsible for the overall long / medium term planning.
 - Teaching assistants and the pre-school worker will be responsible for specific areas under the guidance of the class one teacher.
 - Discussions and evaluations are carried out at the weekly staff planning meetings.
- Topics are planned for each half/full term. However, the plans are very flexible and should children show a particular interest in other topics, the planning will be adapted. In this circumstance planning may be
 - retrospective and be displayed on the learning board
 - Visitors will be invited into pre-school and where possible we shall visit a relevant venue to enhance the children's learning.
 - All resources are suitable for the age group and specific needs of each child are taken into account. We will adapt and extend activities taking in children's ideas and their interests.

The resources we provide:

1. ICT equipment for different opportunities
2. is appropriate for the age and stage of development of the children
3. offers challenges to develop experiences in the seven areas of learning and development.
4. reflect our diverse and multicultural society
5. are offered to all children, and all children are encouraged to use the available resources.
6. avoid stereotypical images
7. avoid objects of violence, e.g. guns, knives, swords etc
8. includes a range of natural materials which can be used in a variety of ways
9. encourages creativity
10. conforms to relevant safety regulations and is regularly cleaned and checked.

- Short and long term plans are discussed at staff meetings and we use 'On Track' profiles to identify areas of learning to be further included.
- Learning intentions are identified within the plans and are marked on the learning board. We also use focussed activity sheets.
- We provide various learning opportunities and resources for the children to choose from.
- The play is mainly child initiated.
- Adult initiated play is used for small group and 1:1 activities, group times, routines etc.

	<ul style="list-style-type: none"> • A free flow approach is adopted for all of class one (pre-school and reception) <p>Evaluation</p> <ul style="list-style-type: none"> • We continually evaluate our provision to ensure the children are receiving the best possible experiences and learning opportunities. • Evaluations take place through daily conversations between staff and children, our planning, activity planning sheets, discussion at weekly, half-termly staff meetings, during our 3 training days per year, through policy updates, SEF and development plan. • Daily notes on the sessions are recorded on our planning sheets and are considered at staff meetings and informally to consider 'next steps' to enhance each child's learning and development.
References to other relevant policies	Adult Interaction with Children, Equal Opportunities, Food and Drink, Health & Safety, Inclusion, Induction, Partnership with Parents/Carers, Promoting Positive Behaviour, Settling In/Transition, Student Placement/Volunteer
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme. It will be reviewed annually by the headteacher in conjunction with the staff team unless new legislation or an incident occurs which requires an immediate review of the policy
Signature	
Review Date	July 2020

Name of Policy	Health and safety
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	To provide a safe and secure environment for all children, staff, students and volunteers with adequate control of health and safety issues arising from activities carried out at Kelsey Pre-School; to provide information, instruction, supervision and training for all employees and ensure competency; to maintain safe and healthy working conditions; to prevent accidents and cases of ill health; to ensure safe and correct use of substances (including cleaning materials)
Specific Objectives / Statements and Procedures	<p>Health</p> <ul style="list-style-type: none"> • Regular checks and risk assessments will be carried out on the building, resources and equipment by the designated Health and Safety Officer. • All actions will be progressed by the Health and Safety Officer (HT) and reports on Health and Safety Inspections will be given to the governors finance and resources committee and the pre-school committee. • Food storage, preparation, serving, allergies procedures will be carried out as per Food and Drink Policy • All staff are encouraged to obtain a first aid certificate on joining the pre-school and the Training Officer will ensure these are kept up to date. There will be at least three adults with with an Early Years First Aid certificate (paediatric first aid) including the pre-school worker in accordance with Ofsted recommendations. • Accident and Incident books are completed by witnesses and parents/carers are asked to sign at the end of session to acknowledge as per our Safeguarding Children Policy. In the case of a serious accident procedures will be followed as per our Sick Child Policy • The pre-school Committee, pre-school worker and HT will be aware that Information on documentation and reporting of injuries, diseases and dangerous occurrence regulations (RIDDOR) is held in the Health and Safety file. • Medication is stored and administered through procedures stated in the Administration of Medicines policy • A stocked First Aid box is available as per our Sick Child policy • Should a child become ill during the session the staff will follow procedures as outlined in the Sick Child policy • Pre-school will display a health watch poster informing parents/carers of current illnesses of children attending • The Sun Protection policy will be implemented where appropriate. • At induction and at regular meetings, staff are reminded of the important of high standards of cleanliness and hygiene. • Staff provide positive role models in hygiene practices • Children are educated as part of the session routines regarding regular hand washing after messy play, toilet, and before eating

- Staff and children to use separate toilet facilities.
- Staff to check and clean kitchen surfaces regularly throughout the session
- Toilet and nappy changing area cleaned regularly and noted on the wall check list
- Gloves are provided and must be worn at all times when toileting and changing children
- Cleaning substances are stored in the wall cupboard in the kitchen away from children - Control of substances hazardous to health (COSHH). Further information is provided in the Health and Safety file
- Legislation (Health and Safety at Work) poster is completed and displayed in the entrance to class one / class two.
- Cleaning substances are never to be left within a child's reach

Safety

- Regular checks and risk assessments will be carried out on the environment (both inside and outside) by the designated Health and Safety Officer (HT) and daily by the pre-school worker and logged.
- Consideration is given by staff to the layout of rooms to ensure the safety and enjoyment of all the children.
- Special arrangements and equipment will be provided for children with SEN.
- Parents/carers and especially children are shown areas which the pre-school use
- Children are regularly reminded about safe handling of equipment, safety procedures and responsible play
- Road safety issues are discussed as per our Transport and Outings policy
- Staff are expected to undertake daily visual checks and remove broken or damaged toys and equipment from the session immediately and report to the Play Leader
- Security is of paramount importance and all exits and gates from the building are locked during session times, other than arrival and departure times when two staff members will be in the vestry ensuring the safe arrival and departure of children with their parent/carer or their
- nominated person, and play in the front outdoor area when at least 2 staff will be with the children at all times.
- Only staff members will open the door to admit/let out adults and children
- Passwords are used if the child is collected by a nominated person other than the child's parent/carer, if that person is unknown to the Pre-School. Children will not be released if a password is not given. Contact will be made with the child's parent/carer to get permission to release the child into the care of the collecting adult.

- One staff member will ensure that the gate is double locked before children begin using the front outdoor play area and will monitor children entering and leaving the building.
- Our outdoor play policy will be adhered to
- The main exit from the schoolroom outdoor play area will be checked before children have access.
- Children will never be left alone and will always be in sight of an adult
- There will be two adults in a room at all times one of which will always be a staff member
- Children will be supervised at all times when using the toilets in the class 1 / 2 entrance.
- Adequate adult : child ratios will be adhered to at all times.
- In the event of insufficient adults being on the premises, parents/carers will be asked if they can stay and help.
- Whilst help is being sought, parents/carers will be asked to remain with their child. Additional help will be sourced from school staff / relief staff.
- Adult safety - staff will be trained in assessing risks, moving and handling and team support will be given to each member on a daily basis
- Procedures for serious accidents will be carried out as per our Sick Child Policy
- Attendance Sheets – parents/carers or their nominated person are asked to sign children in and out of the pre-school session. Adults remaining on the premises are also asked to sign in and out
- Up to date and accurate attendance registers are kept
- All staff are aware that a visitors book is kept and all visitors are required to sign in and out
- The kitchen area is 'out of bounds' to children and remains bolted throughout the session A notice is displayed on the door
- Hot drinks are permitted – but care should be exercised.
- On outings procedures are followed as per our Transport and Outings policy
- Fire Drills will be carried out and logged each half term as per our Fire Procedures Policy
- There is a no-smoking policy at pre-school (as per our smoke free policy)
- The HT will ensure that the Pre-School has adequate insurance cover

Health and Safety Officer

- There is a named Health and Safety Officer (HT) at pre-school who
- has a specific role and responsibilities as outlined in the Health and Safety File. Training will be arranged either via the school (HT).

References to other relevant policies	Administration of Medicines, Food and Drink, Induction/Training and Development, Lost/Uncollected Child, Partnership with Parents/Carers, Sick Child, Transport and Outings, Safeguarding Children
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the designated Health and Safety Officer in conjunction with the staff team unless new legislation or an incident occurs which requires an immediate review of the policy.
Signature	
Review Date	July 2020

Name of Policy	Health and safety – fire drills
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	
Specific Objectives / Statements and Procedures	To ensure the safety and well-being of all children, staff and volunteers at Kelsey Pre-School and make all aware of the correct fire drill procedures in the case of an emergency.
References to other relevant policies	<p>Fire Drills</p> <p>To ensure the children at pre-school are aware of the procedures in the unlikely event of a fire or if the building needs to be evacuated, the following procedures will be carried out:</p> <ul style="list-style-type: none"> • At induction all staff will be informed of fire drill procedures and will be required to be fully conversant with this policy • The children will be introduced to fire drills sensitively and in a way which will not cause alarm through regular carpet time discussions. • A designated staff member will be responsible for ensuring fire drills will be carried out each half term and will cover each session of the week. • Drills will be logged in the register and on the Fire Drill Log Sheet by the designated staff member • Different fire exits will be used alternately e.g. onto infants playground, through hall onto junior playground or through the outdoor area onto the junior playground. • The drill leader will collect the attendance sheet from the inner entrance door, blow a whistle and call the instruction ‘Everybody Out’ and will immediately lead the children to the appropriate exit. • Adults on the premises will intersperse with the children to ensure the children’s safety • The children will be encouraged to leave the building immediately and in an orderly fashion • Once outside, the children and adults will be encouraged to form a circle holding hands • One adult will assist the children over the wall. • The class one teacher will be the last to leave the building after checking schoolrooms, upstairs, toilets, church and outdoor play areas. The drill leader will carry out a roll call using the attendance signing in sheets. <ul style="list-style-type: none"> ○ Pre-school worker responsible for pre-school children ○ TA responsible for reception children • In the event of all children or adults not being accounted for the HT or ST will return to the building to locate the missing child/adult in the case of a fire drill. • Once a fire drill is satisfactorily completed a staff member will lead the children back into the building into the book corner area • Adults will intersperse with the children on the return to ensure the children’s safety

- A further roll call will be made to ensure all children have returned to the building
- Children who are absent during 'fire drill week' will be reminded of procedures on their return to pre-school.

Non-Drill Evacuation

Fire

In the event of a real emergency evacuation:

- Procedures to be followed as above
- A senior member of staff (HT or ST or administrator) will pick up the attendance sheet, registration folder from the office or emergency contact information from the staff cupboard providing it is safe to do so.
- The HT or ST in the HT absence will be the last to leave the building after checking schoolrooms, upstairs, toilets, main hall and outdoor play areas. If that member of staff fails to appear outside no one else must enter the building until the fire brigade arrive
- The drill leader will carry out a roll call using the attendance signing in sheets
- The HT (or ST in the HT's absence) will arrange for a responsible adult to telephone the fire brigade immediately for assistance/advice
- If a small fire, a trained staff member will use a fire extinguisher
- If the fire brigade attend, HT (or ST in the HT's absence) will liaise with fire officers.
- Other adults will primarily be concerned with the children's safety and all steps will be taken to avoid children becoming unduly distressed
- If the children's safety is compromised at fire points, they will be taken down to the Methodist Chapel (key in emergency grab bag)
- Emergency contact numbers will be used to locate parents/carers in the need for children to be sent home

Bomb Scare/ Urgent Evacuation due to structural damage

- The procedures will be followed as above except the children will immediately be taken away from the building down to the Methodist Chapel.
- The HT (or ST in the HT's absence) staff member will immediately inform emergency services
- If safe to do so, on return to Pre-School the register will be taken again.
- The Chair of governors or vice chair of governors will be informed immediately in either instance.
- Parents/carers will be informed either at the end of session or
- in the case of a serious incident will be telephoned immediately by a staff member to collect their child.

References to other relevant policies	Induction/Training and Development, Lost/Uncollected Children, Partnership with Parents/Carers
Policy monitoring and evaluation information	The policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the designated staff member in conjunction with the staff team and Health and Safety Officer unless new legislation or an incident occurs which requires an immediate review of the policy
Signature	
Review Date	July 2020

Name of Policy	Inclusion
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	We aim to ensure that all children, parents/carers, staff, volunteers, families and members of our community are treated as individuals in their own right and that all are welcome and included within our setting. We will ensure changes are made in response to the diversity of children and the needs of the community. We recognise the rights of children and believe all children have the right to inclusive care and education locally. We will utilise the thoughts of our parents/carers, staff and volunteers in preparation and implementation of this policy.
Specific Objectives / Statements and Procedures	<p>Legal Frameworks</p> <p>Where necessary Pre-School will refer to the following legal frameworks;</p> <ol style="list-style-type: none"> 1. DDA 1995 & 2005 2. Code of Practice 2001 3. Every child matters 4. Early Years Foundation Stage 5. SEN Code of Practice 6. The Human Rights Act 1998 7. The Children's Act 1989/2004 8. The Race Relations Act 2000 9. Equality Act 2010 <p>And any updates / revisions which follow.</p> <p>Auditing & Monitoring Inclusion</p> <ul style="list-style-type: none"> • Inclusion will be monitored on a daily basis through 'carpet time' discussions with the children and daily contact with parents/carers. Assessment of development will be an ongoing process through the • use of 'on track'. This will be undertaken via the 'key worker' system. • Communication between staff and parents/carers will ensure that individual daily needs of the children are met. • Sharing record keeping will ensure parents are included as to how their child is settling in/progressing. The child's learning journey will be sent home termly for the child and parent/carer to review together their 'work'. This will contain a short report on the child's progress during the term. Parents/carers are encouraged to discuss their child's development by appointment either with the pre-school worker or class one teacher or the HT. <p>Inclusiveness</p> <ul style="list-style-type: none"> • Every child is made to feel welcome at Pre-School immediately with staff providing warm and friendly faces, listening carefully to what each child has to say and putting parents/carers at ease at what can be a very difficult time for them also.

- Each child will be allocated a Key Worker who will meet them and their parent/carer on their first day. In the absence of the Key Worker a staff member will be
- designated to deputise in their absence. The child and
- parent/carer will be shown around Pre-school so that
- they are familiar with the setting, where certain areas are e.g. toilets, information on the daily routine and how to find relevant information. On the first day and the following session, parents/carers, family member or designated representative, are encouraged to stay to
- help settle the child and discuss any special concerns worries they may have. Staff will also introduce the child to other children and staff members and join them in play. Refer also to Settling In policy.
- Each new child will have their own Name Card which they can choose on the first day and a staff member will make. The Admin Assistant will ensure the child's name will already be in the register, on the attendance sheet and on their coat peg before they start.
- Children will be given daily opportunities to meet their individual needs by being offered a wide range of activities, resources and equipment and will be encouraged to self-select.
- Staff will monitor these choices to ensure that the child is being offered developmentally appropriate experiences and learning opportunities.
- All areas of practice will be inclusive by making sure we cater for all our children's individual needs especially in relation to allergies, medication or physical access arrangements. For example, if a child had a food allergy we would include them in snack time and encourage them to sit at the snack table with the other children and
- eat with them. Sensitive discussion would take place with the group about food allergy and why it is necessary for some children (and adults) to eat different snacks. We will ensure that there is understanding that no discriminatory remarks or actions will be acceptable.
- All staff will ensure each child is welcomed and strive to build a child's self-confidence and self-esteem through developmentally appropriate activities, praise and encouragement, encouraging children to fully
- participate in the group's activities, opportunities to explore and investigate, daily routines, displaying their 'work' and giving children responsibilities. The children will be encouraged to form friendships with the staff and their peers to allow them to feel a valued member
- of the group.
- All children will be given opportunities to develop awareness of our wider society leading to deeper understanding of the need to respect and include others through the use of topics, activities, visits and a variety of resources.
- All staff will be trained in anti-bias practice.

Children's Views

- Children at Kelsey Pre-School are actively encouraged to discuss the relevant topic and share their thoughts and ideas
- Carpet times and showing times are used to facilitate these discussions
- Relevant ideas from the children will be noted and action taken where appropriate
- Key workers record children's views through observations and written reports
- Staff listen and respond to the views of children.

Pastoral Support & Life Skills

- The Key worker system provides a named staff member that the children or parents/carers can refer to in order for the children's emotional needs to be met.
- It is important that staff are up to date on all aspects of emotional awareness in order for the Pre-School to promote equality and social inclusion. Staff development in relation to this will be monitored via
- appraisal and by the training officer (HT). Where necessary staff will undertake training to increase their understanding of emotional awareness and development.
- Maintaining strong communications with parents/carers is vital to facilitate pastoral support. Parents/carers are actively encouraged to inform staff of any changes in personal lives/ circumstances or indeed any issue they feel may have an emotional effect on their child's wellbeing.
- Every effort will made to ensure that all children will be emotionally supported by Kelsey Pre-School through difficult and changing times.

Recruitment & Development

- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation with at least one member of the interview panel having a safer recruitment certificate (see Recruitment and Employment policy)
- Kelsey Pre-School will ensure our staffing reflects wherever possible the diversity of the children within the framework of the recruitment policy.
- An effective appraisal system will ensure appropriate and compulsory training needs are addressed.
- The training officer (HT) will ensure that the staff skills and abilities address the diversity of the children's needs and arrange training and development where not.

Partnerships with Parents/Carers

- All parents/carers are informed that they can contact Pre-School anytime via both the welcome literature and the notice board
- Each new starter is given a comprehensive welcome information pack
- Staff and parents/carers will work together to make sure all children are included by sharing record keeping and measuring the children's achievements. This ensures parents/carers are included in how their child is progressing and can then offer suggestions that may help their child.
- Parents/carers are well informed about the setting through our website, regular newsletters, verbal communication and our notice board.
- The children's work is sent home daily or termly via their learning journeys to enable the parents/carers and children to talk together about their 'work' and life at Pre-School.
- To seek the views of the parents/carers we also send out questionnaires annually to receive their views on our provision. The results of these questionnaires form part of our evaluation of provision and every effort is made to feedback the results.

Links with Schools

- Kelsey Pre-School has close links with the Kelsey Primary School and other local pre-schools and primary schools. This enables excellent and smooth transition for all children moving to 'big school'.
- Where possible the children visit the local school every half term to watch and be involved in their assemblies, play sessions and special days. The children also have the opportunity to meet their new teachers and mix with older children.
- Teachers visit Pre-School in the summer term to explain routines and life at 'Big school'.
- Regular contact is kept with the local primary school to pool resources, share experiences and developments.
- The staff team will also liaise with other local schools and organisations to aid the smooth transition into infant schools and will welcome visits from teachers/staff to ensure this.

Links with other settings

- Where children also attend another setting the child's key worker will write to the setting to introduce themselves and invite them to visit pre-school and request a visit to their setting.
- The key worker will be responsible for liaising with other settings to ensure the needs of individual children are being considered

	<p>Links with External Agencies</p> <ul style="list-style-type: none"> • A SENCO is employed at Kelsey Primary School and they also support the pre-school. • Access to outside agencies can be arranged where necessary after consultation with parents / carers. <p>Access to the Environment</p> <ul style="list-style-type: none"> • Each child is individually assessed via their entry profile, registration form and I am Special booklet, on commencement at Pre-School for any special requirements that may be necessary. • The school room is set up so to facilitate free flow play at low level. The hand basins are set at low level. • There has been refurbishment of the toilet facilities within the school to provide accessible toilets for all adults and children (including a disabled toilet)
References to other relevant policies	Settling -In Policy, Recruitment Policy, Special Educational Needs Policy, Equal Opportunities Policy, Welcome Policy
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the designated staff member in conjunction with the staff team unless new legislation or an incident occurs which requires an immediate review of the policy
Signature	
Review Date	July 2020

Name of Policy	Induction / training and development Appraisal and supervision
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	To provide a strong, qualified, committed, professional, experienced and caring team of staff who work well together in harmony to provide good quality childcare and education for all children attending Pre-School. The staff, committee and parents/carers will operate as a team. As an organisation we value each team member's contribution and are committed to providing effective training and development opportunities to facilitate this.
Specific Objectives / Statements and Procedures	<p>When employing new staff members, HT and governors / existing staff members are involved in the interview process.</p> <ul style="list-style-type: none"> • All staff will be provided with an induction process. • All staff will have a yearly appraisal at which individual training plans will be discussed. • Training Opportunities will also be discussed regularly at staff meetings and supervision/1:1 meetings, informal discussions. • The Training Officer (HT) will ensure that wherever possible, staff will attend chosen training courses to broaden their knowledge. <p>Staff Inductions</p> <ul style="list-style-type: none"> • A full induction will be carried out with the new employee by either the HT or ST with additional assistance by existing staff members. • The new employee will be allocated a mentor (normally the HT / ST and class one teacher) • The new employee will receive written information about the pre-school in an induction pack, which will be discussed at the induction meeting, such as: <ol style="list-style-type: none"> 1. Staffing/committee information 2. Sessions 3. General routines of the group/day to day running of the sessions 4. Our aims 5. Policies and procedures which will be discussed and signed by the Employee 6. Confidentiality and Data Protection 7. A copy of information given to parents, e.g. the welcome booklet, ways to help leaflet 8. Copy of job description to agree and sign 9. The team's expectations of staff e.g. punctuality, dress code, attendance at meetings, specific responsibilities, key worker duties, adherence to policies and procedures, level of performance 10. Uniform and time sheets 11. Terms and conditions e.g. hours of work, pay structure, probationary period, holidays, P46, contract 12. Training/staff development – regular probationary meetings, appraisal meetings, training opportunities, roles and responsibilities

13. The building – where things are stored (equipment list will be provided), first aid, fire extinguishers, etc
14. Support information by outside agencies
15. Health and Safety issues – registration form, policies and procedures, fire exits/drills, security , emergency procedures, accident/incident books and first aid
16. Security issues
17. Curriculum, observation and planning information
18. The Early Years Foundation Stage Curriculum, 5 Outcomes, Code of Practice, Seven Areas of Learning and Development (copies will be provided and discussion time planned)
19. Key Worker information
20. Latest Ofsted report
21. Information on 'On Track' / tapestry

Staff Appraisal and Supervision

- Performance appraisals are essential for the effective management and evaluation of staff. Appraisals help develop individuals and improve organisational performance.
- Appraisals enable management and monitoring of standards, agreeing expectations and objectives and delegation of responsibilities and tasks.
- Appraisals will establish individual training needs and enable organisational training needs, analysis and planning.
- The HT will appraise all staff and the governing body will appraise the HT.
- Each staff member will have a yearly appraisal.
- Reviews will be undertaken at supervision/one to one meetings or by informal discussion

Supervision/One to One meetings

- The benefits of holding regular meetings are open communication, staff needs identified early, grievances avoided, enables all the team to be fully involved in the running of the sessions.
- These meetings will be held as required – requested either by the staff member or mentor. Ideally this will take place once a month
- These will be conducted by the mentor or HT.
- The discussions will be recorded on a file note and stored within their individual staff file
- These discussions are then fed back into the appraisal process via the HT.

Staff Meetings (of the class one team)

- These will be held weekly at Pre-School or as needed.
- All staff are encouraged to attend.
- The Play Leader will set the agenda but staff are free to add to that agenda.

- The purpose of the meetings is to discuss forthcoming planning, children's development and other issues relating to the smooth running of the Pre-School. The benefits are open communication and enabling all staff members to be fully involved in the day to day running of the Pre-School.
- Longer, half-termly meetings are held to discuss more detailed subjects
- All meetings are typed up and placed in the staff meeting file
- Wherever possible, all staff attend the half-termly meetings.
- Once a term all staff attend an extended meeting at our training days.

Training

- A named Training Officer (HT) is responsible for ensuring that training requirements/needs are facilitated
- Pre-School recognise the importance of training as a key factor in implementing an effective service and enabling staff to become reflective practitioners
- In order to ensure that the best possible care and education be provided for the children in our care, staff are encouraged to regularly attend training courses to update their knowledge
- We support the continual upgrading of knowledge of our staff and training needs are identified via appraisal and mentoring systems. The training officer is responsible for the booking and organisation of the training days
- Staff will be paid if out of normal working hours or receive time off in lieu
- The training directory/workforce magazine is circulated to all staff and they are invited to discuss with the Training Officer courses in which they are particularly interested.
- Most training is free via LCC Workforce Development Programme. All staff are required at least to regularly attend Safeguarding Children, Health and Safety, Child Development, Equal Opportunities, promoting Positive Behaviour to update knowledge and be aware of new
 - legislation
- Staff attending courses are expected to share information learnt at staff meetings
- All staff are required to attend a First Aid course
- In house training is available usually at termly training days or longer meetings. This training is either carried out by senior staff members or professionals from other agencies .
- Where unqualified staff are employed, childcare training will be considered a priority and arrangements made to facilitate this training.
- All staff childcare qualifications, first aid certificates and safeguarding certificates are displayed in the vestry on the notice board.

References to other relevant policies	All policies within the Kelsey Pre-School Policies and Procedures Document
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the HT, Training Officer and the staff team unless new legislation or an incident occurs which requires an immediate review of the policy.
Signature	
Review Date	July 2020

Name of Policy	Lost / un-collected children
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	To provide a safe, caring and secure environment for all children, and to have a safe, systematic and reassuring procedure in place in the event of lost or uncollected children.
Specific Objectives / Statements and Procedures	<p>Lost Child</p> <ul style="list-style-type: none"> • All possible steps will be taken to prevent children leaving the premises alone (see H&S policy) • As soon as a child appears to be missing a check of the attendance sheet will be made to ensure that the child has not been signed out by their parent/carer or nominated person as noted on the 'who's taking me home sheet'. A systematic search of the premises will then be carried out by the pre-school staff and school staff. This must include the outdoor areas and a check on door locks – to make sure all exits are secure. • At least one staff member and helpers will gather remaining children into the book corner area and have a story. • Adults will not appear to panic for the emotional wellbeing of the other children • Without alarming them, the other children will be asked if they know the child's whereabouts. • If other groups are using the building, one person will check with them if they have seen the child and seek their co-operation. • If the child cannot be found, the parents/carers will be informed by telephone to warn that the child may be attempting to walk home, whilst a staff member travels on foot to the child's home. This staff member will remain in regular contact with the pre-school to review and update the situation. If contact cannot be made at the child's home, emergency contact numbers will be tried. • If the above steps do not locate the child, the police will then be called. • Information on the missing child will be given to the police by a senior staff member and a photograph given (a photo of each child will be held with the registration form) • A written report on what took place will be kept on file. A thorough review of the procedure and policy will be undertaken by the HT. • At home time, other parents will be given a brief, accurate resume of events by the HT or next in line senior staff member. • If the HT is off site for any reason they are to be contacted immediately and the ST will assume responsibility until the HT returns. • A discussion will be held at carpet time to ensure children are made aware that they must not leave the premises until a suitable adult arrives to take them home

- When the child is found, regardless of anxieties of staff and other adults involved in the search, it is imperative that
 - The child is reassured - s/he may be frightened and in need of comfort
 - The child is not admonished - s/he may be unaware of the concern caused.

Uncollected Child

- Children will only be released to their parents/carers or nominated person noted on the 'who is taking me home' sheet and only to persons over the age of 16 with parent/carer consent.
- Children will not be released to adults who appear to be under the influence of alcohol or drugs. Contact would be made to another number on the registration form. Further advice in this situation would be sought from outside agencies.
- If a child remains on the premises after all other children have been collected, staff will ensure that the situation is handled sensitively so as not to upset the child.
- Reassurance will be given and the child will be encouraged to become involved in an activity.
- At the end of the session if an adult fails to collect a child 5 minutes after the finishing time, the 'who's taking me home' sheet will be checked and contact made with the nominated person.
- If contact cannot be made phone calls would be made to parents/carers home and work at 5 minute intervals.
- Sensitive messages would be left.
- After 10 minutes if contact still hasn't been made then emergency contact numbers as listed on the registration form would be tried.
- If contact still cannot be made, two staff will stay on the premises for at least half an hour whilst another staff member goes to the child's home. A note will be put through the door explaining the arrangements that will be made as per procedure including a mobile contact number.
- If after an hour no contact has been made:
 - The child will remain at Pre-School for the afternoon session.
 - The child will be given a snack lunch.
 - Where there is no afternoon session or if the situation occurs at the end of an afternoon session, the child will be cared for by the senior staff member on duty along with at least one other adult at pre-school for an hour. Messages will be left on answer phones on all numbers contained on the registration form giving a contact number of where the child is.
 - If after one hour no contact can be made on any numbers advice will be sought from LCC, Ofsted, the Police or local Social Care Department.
 - Further action will be dependent upon advice given by above.

	<ul style="list-style-type: none"> • A full written report will be completed by all staff involved including outcome and filed under uncollected child in a locked cabinet. • Once the situation has been resolved. The HT will arrange for a discussion / interview with the child's parents / carers within five working days and following this will decide if any further action is needed / any external agencies need to be involved.
References to other relevant policies	Discipline, Health and Safety, Induction/Training and Development, Safeguarding Children Policy
Policy monitoring and evaluation information	The policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the HT in conjunction with staff team, unless new legislation or an incident occurs which requires an immediate review of the policy.
Signature	
Review Date	July 2020

Name of Policy	Outdoor Play
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	To provide stimulating, exciting and creative outdoor areas which are a safe and secure learning environment for all children, meeting the statutory requirements of the EYFS and encouraging development in the 7 areas of learning .
Specific Objectives / Statements and Procedures	<p>Safety (see Health and Safety Policy)</p> <ul style="list-style-type: none"> • Regular checks and risk assessments will be carried out on the area in which the children will be playing and actioned by the Designated Health and Safety Officer. He/she will report back to the Pre-school worker and HT. • Staff members will undertake daily visual checks of both outdoor areas prior to the children arriving and throughout the session to make sure the areas are safe and secure. • Children will be encouraged to alert staff and volunteers to broken toys and equipment; dangerous behaviours etc • When children are using the front outdoor play area staff will make sure that the gate is double locked and the area is clear of debris before children enter and will ensure there are enough staff to meet the correct adult to children ratios. • When using the schoolroom outdoor play area, staff will ensure that the outer door to the area is locked at all times. The schoolroom door will be open and hooked back whenever possible and weather permitting or portable door stops used in cold weather. • While children are playing in the outdoor areas staff will be vigilant to avoid accidents from happening. • Any equipment that is broken or is any way hazardous to the children will be removed from the area the children are playing in and reported to the pre-school worker. <p>Health (see Health and Safety Policy)</p> <ul style="list-style-type: none"> • The equipment from outside will be regularly cleaned to keep up with high standards of cleanliness and hygiene. • A request will be made to parents/carers to bring a coat and adequate/appropriate clothing for their child to every session • irrespective of the weather, to ensure that all children have access to outdoor play. • In warm weather parents/carers are asked to ensure that their child has the correct sun cream/ sun protection on including a sun hat, through welcome booklet, newsletter and notices on the board. • Staff will ensure that children are not left in the sun for a long period of time and shelter from the sun will be provided.

	<p>Equipment (see Toys and Equipment policy)</p> <ul style="list-style-type: none"> • At Kelsey Pre-School we provide a wide range of toys and equipment for the children to play with outside, and wherever possible employ a free flow system between the indoor and outdoor area. • We aim to continually improve and upgrade our outdoor areas to provide stimulating play and a wide range of new experiences for all children. At staff meetings we will look at any areas that may need adapting or improving. • Children are encouraged to free flow between indoors and outdoors and to explore and investigate their environment and the natural world. • Special arrangements and equipment will be provided for children with SEN if needed (see SEN policy)
References to other relevant policies	Equal Opportunities, Health and Safety, Inclusion, SEN, Sun Protection, Toys and Equipment
Policy monitoring and evaluation information	The policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the HT in conjunction with staff team, unless new legislation or an incident occurs which requires an immediate review of the policy.
Signature	
Review Date	July 2020

Name of Policy	Partnership with parents and carers
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	At Pre-School we recognise that parents/carers are the first educators of the child and aim to build up a strong and positive relationship between staff and parents/carers, with open, honest and free communication on both sides
Specific Objectives / Statements and Procedures	<ul style="list-style-type: none"> • The Pre-School is operated and managed by Kelsey primary school. Day to day operations are the responsibility of the schools headteacher. Strategic direction is provided by the schools governing body. • Before and on joining the Pre-School, parents/carers are invited to participate fully in the session and are welcome and encouraged to come in as often as they wish. <p>Parental involvement is encouraged by:</p> <ul style="list-style-type: none"> • Experienced and friendly staff • Shared record keeping about their own child and ensuring these records are accessible • Parents will receive brief written reports from the key worker termly with a full detailed report on leaving. • Ensuring parents/carers who wish to speak with staff about their child's progress or any concerns can arrange a mutually convenient meeting with their child's Key Worker • Ensuring that all parents/carers have the opportunity to share their skills, knowledge and interests • Informing new parents of the group's systems and policies and welcoming contributions • Encouraging parents/carers to play an active part in the management of the group • Informing parents/carers of meetings, workshops etc • Welcoming the contributions of all parents/carers • Encouraging parents/carers be aware of and involved in the group policies, inspection reports, suggestions, procedures etc • Helping and encouraging parents/carers to join in events • We are committed to achieving the active involvement of all our parents/carers by: <ul style="list-style-type: none"> • Maintaining a friendly and welcoming 'open door' approach • Ensuring parents/carers are kept informed about relevant proposals through parent/carer meetings, daily notices, letters home, newsletters and access to committee and staff members • Are aware that some parents/carers work full-time and therefore cannot be as involved as they would like. We aim to keep them informed as above • Encouraging communication between parents/carers and staff • Ensuring that staff are aware that an appropriate friendly/professional telephone manner is required at all times when talking to parents/carers.

References to other relevant policies	Admissions, Equal Opportunities, Induction/Training and Development, Settling In/Transition, Welcome
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by a designated staff member in conjunction with the staff team unless new legislation or an incident occurs which requires an immediate review of the policy
Signature	
Review Date	July 2020

Name of Policy	Promoting positive behaviour
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	At Kelsey Pre-School we aim to provide a pre-school experience in which all children feel safe, secure and cared for and can develop self-confidence, discipline and esteem.
Specific Objectives / Statements and Procedures	<ul style="list-style-type: none"> • We recognise that building self-esteem and self-confidence can encourage a child to display positive behaviour, as can encouraging mutual respect, kindness, politeness, thoughtfulness, sharing, tolerance and all areas of positive social behaviour. Each child is valued as an individual and their feelings and viewpoints will always be considered when planning and running the sessions. The Pre-School sessions will be run to positively encourage development in the seven areas of learning and development in accordance with each child's age and stage of development being considered and planned for. • Carpet time discussions on 'rules and routines' of the group will be held regularly and what is and isn't acceptable behaviour will be discussed with the children in an appropriately developmental way. • Any forms of abuse/discrimination/bullying are unacceptable by children and adults and this will immediately be made clear. • There is a named designated staff member (Magnus Smedley) who has overall responsibility for our positive behaviour policy and for ensuring all staff adhere to it and receive extra support and training if required. • The designated staff member will liaise with the Training Officer to secure training where required • Staff will be supported by the named designated staff member in supervision/one to one meetings • Advice from outside agencies will be sought to enable staff to fully support children at pre-school. • Parental participation will be requested to ensure socially acceptable behaviour • All staff will model appropriate positive behaviour . • Corporal punishment is unacceptable. We do not permit smacking, slapping or shaking or any punishment which humiliates a child, nor is it threatened. • Staff will ensure that positive behaviour is praised and encouraged, both 1:1, publicly and by informing the parents/carers to ensure that the praise is continued • All children will be listened to and valued and encouraged to feel comfortable and confident within the setting • Children will be encouraged to help in the day to day tasks at pre-school and given praise <p>If a child behaves in a socially unacceptable way:</p> <ul style="list-style-type: none"> • We use explanation, encouraging the child to realise why certain behaviour is unacceptable and explain other positive methods to achieve what the child wants • We use methods of distraction

- We use positive reinforcement of good behaviour
- We will be consistent and set a positive example with clear boundaries
- Staff will not intervene, unless requested, when another is dealing with the situation so as not to give mixed messages
- Time out if necessary will be applied where a child will be given an explanation of why it is necessary and then given time to think
- If a child is in danger of hurting themselves or others, they will be removed from the situation by a staff member and taken to a quiet area
- If a child cannot be soothed, advice will be sought from senior staff members or in a situation where the child cannot be soothed by any of the above methods, advice will be sought from the parent/carer
- In a serious situation, a staff member will discuss the child's behaviour with the parent/carer at home time
- If a child regularly presents recurring unacceptable behaviour, advice will be sought from outside agencies to learn strategies to help the child.

Incidents/Physical Restraint

- Before using physical restraint every possible de-escalation strategy will be used first. Only if this proves unsuccessful or if there is an immediate threat of a child being hurt or serious damage to property will physical restraint be used.
- Such an event will be recorded (using team teach record forms) and reported to the child's parents/carers
- Other children witnessing the incident will be reassured by a staff member
- Staff will handle situations in a developmentally appropriate fashion
- Consistently extreme behaviour will be discussed with the child's parents/carers
- A child's Key Worker will keep a record of consistent negative behaviour and in conjunction with the child's parents/carers and the staff team, agree joint targets to devise a plan to assist the child.
- The staff and parents/carers will work in unison to eliminate extreme behaviour and encourage positive behaviour.
- We will always get down to a child's level when explaining
- All staff will be encouraged to attend Behaviour Management courses and training will be regularly updated
- Whilst every member of staff has the legal obligation to intervene physically if the situation warrants it, several members of staff are specifically trained in "team teach" and if at all possible they should be the ones to intervene physically.

References to other relevant policies	Equal Opportunities, Guidance for Staff re Adult Interactions with Children (Language and Communication), Induction/Training and Development, Inclusion, Partnership with Parents/Carers, Safeguarding children, SEN, Settling In/Transition,
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the named designated staff member (HT) in conjunction with the staff team, unless new legislation or an incident occurs which requires an immediate review of the policy
Signature	
Review Date	July 2020

Name of Policy	Recruitment and employment
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	At Kelsey Pre-School we work towards an equal opportunities policy, seeking to offer job opportunities equally to both women and men, with and without disabilities, from all religious, social, ethnic and cultural groups. Our aims are to ensure that no individual receives unfavourable treatment on the grounds of age, religion/belief, marital status, disability, race or ethnic origin, sexual orientation, gender identity/expression or caring responsibilities and to employ the most suitable person based on their skills and competencies for any vacancy that arises. We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation.
Specific Objectives / Statements and Procedures	<ul style="list-style-type: none"> • At KPS we aim to have 3 staff members in each session, one of whom will always have QTS, one of whom will always have at least an NVQ-3 in pre-school working and the third will be a school TA or apprentice TA. • KPS will publicise as widely as possible, to ensure our adverts are seen by the widest possible range of potential applicants. • Vacancy advertisements will be placed on Pre-school's notice board, sent to all parents / guardians of all children at Kelsey primary school. Depending on the response we may also advertise on LCC Linceline and in local village shops. Location, hours, pay and qualifications will be included in the advert. • Applications will be considered by the interview panel who will draw up a First Stage short-list and invite those applicants for interview. • Unsuccessful applicants will be informed in writing by Kelsey primary school administration staff. Explanations for non-employment will be <ul style="list-style-type: none"> • given only if requested in writing. • Second stage short-listed applicants are invited to complete a shadow session at Pre-school and attend an interview panel consisting of at least three individuals, one of which will be a senior staff member (HT / ST) and at least one member of the governing body (preferably from the pre-school committee). At least one member of the panel will be trained in Safer Recruitment. Employment. • Employment history, medical suitability and qualifications will be discussed at interview. • Job offers will be made subject to at least two satisfactory references being received. • DBS checks will always be obtained before a prospective employee is left in a position of responsibility. • New employees will be provided with job descriptions, confidentiality agreements and contracts that reflect the current nature of the post. • The safety and well-being of the children and adults at the pre-school is paramount and careful consideration would be given <ul style="list-style-type: none"> • to employing ex-offenders/rehabilitated offenders. The posts

	<ul style="list-style-type: none"> • are exempt from the Rehabilitation of Offenders Act. • All new positions are subject to a six-month probationary period. This will be reviewed by the Play Leader in association with a member/members of the interview panel. • We have an induction procedure for all new staff, which includes going through an induction checklist, policies, procedures and contracts prior to starting date, and we operate a mentoring system. Regular meetings are held throughout the probationary period, with any training / supervision requirements addressed at this stage (see induction policy) • All staff are made aware of our Disciplinary / Grievance and Equal Opportunity Policies. • All documentation with regard to staff members will be stored in • a locked cabinet and only accessed by the HT and/or Admin Assistant • Wages will be reviewed annually by the Finance Committee in April and will be in line with LCC practice. • Having successfully completed their probationary period, all • staff are required to give four weeks' notice of termination of their employment during term time in writing, and are asked to attend an Exit Interview with the HT. <p>NB – with the pre-school being set up to start in September 2014 the first appointment will be conducted in line with Kelsey Primary School and LCC standard policies and procedures. This policy will be followed for all subsequent appointments.</p>
References to other relevant policies	Confidentiality, Discipline, Equal Opportunities, Induction/Training and Development/Appraisal and Supervision, Inclusion, Welcome
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the HT with the chair of governors, unless new legislation or an incident occurs which requires an immediate review of the policy.
Signature	
Review Date	July 2020

Name of Policy	Safeguarding of children
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	<ul style="list-style-type: none"> • The aim of Kelsey Pre-School is to take seriously its responsibility to protect and safeguard the welfare of all children in our care and to take the necessary steps should any concerns be raised, in accordance with the Lincolnshire Safeguarding Children Board Procedures. A copy of which can be found at the back of this policy. • To provide a safe, respectful and supportive environment for children in which they feel confident to approach adults and secure in the knowledge they will be listened to. • To raise awareness of all staff of their responsibility to identify and act on any suspected case of abuse and the procedures to follow.
Specific Objectives / Statements and Procedures	<p>Introduction</p> <p>The Children Act 1989 states that the child's welfare is paramount and that every child has a right to protection from abuse, neglect and exploitation. At Kelsey Pre-School all staff and volunteers adhere to this statement and will take seriously the necessity to protect children from harm. No child or adult will be discriminated against on the grounds of age, gender, ethnicity, disability, sexuality, culture or beliefs.</p> <p>It is the duty of all persons to voice any concerns which may prevent continued or subsequent abuse of children.</p> <ul style="list-style-type: none"> • At pre-school the headteacher (Magnus Smedley) is the named designated person • In the absence of the designated person, or if the matter relates to the designated person, the matter should be brought to the attention of the senior teacher (Jo Webster) • In an emergency where the designated persons cannot be contacted, then the headteacher of Caistor Primary School (Zoe Hyams) will be contacted. • Details of how to contact all the above three people are on the staffroom safeguarding notice board. • Every individual has a responsibility to inform the designated person or the deputy designated person of concerns relating to safeguarding children. The designated person will decide if the concerns should be communicated to Children's Social Care or the Police. • We will respond, confidentially, swiftly and appropriately to all suspicions or allegations of abuse, and provide parents/carers, children, staff and volunteers with the opportunity to openly voice their concerns. All parties will be treated fairly and with respect. • We will have a systematic approach to dealing with concerns about possible abuse and take guidance from the Lincolnshire Safeguarding Children Board and other statutory childcare authorities • Kelsey Pre-School recognises and welcomes the need to build

constructive links with the childcare agencies.

- We will attend and provide reports for child protection conferences and contribute where appropriate to any Child Protection plan. We will always take a considered and sensitive approach in order that we can support our children and families.
- Kelsey Pre-School will encourage all parents/carers to notify Children's Social Care about existing or planned arrangements for private fostering. If this not done Kelsey Pre-School will inform Lincolnshire County Councils Children's Social Care about all private fostering arrangements they are aware of.

Responsibilities of the Designated Lead Practitioner

The welfare of the child is paramount and will always be the priority of the DLP. The DLP role includes:

- Referring a child to Children's Social Care if there are any concerns and this referral will be followed up by a written referral using CAF
- Liaising with other agencies and services where appropriate
- Talking to parents/carers about concerns, where appropriate
- Attending Child Protection meetings and contributing to Child Protection Plans
- Ensuring all staff are aware of the Safeguarding policy
- Keeping and storing records
- Ensuring that all staff's safeguarding training is up to date.
- Ensuring that the DLP attends the full 2 day LSCB safeguarding training or update training every two years.

The Policy

- Kelsey Pre-School recognises that many children and young people today are the victims of neglect, physical, sexual and emotional abuse.
- The policy sets out agreed guidelines, relating to responding to allegations of abuse, including those made against staff and volunteers.
- Kelsey Primary School and Kelsey Pre-school operate the standard LSCB safeguarding policy and procedures and these form the safeguarding policy.

Staff Roles

- The safety and well-being of all children and families at Kelsey Pre-School is of paramount importance.
- We will follow the relevant procedures for the safer recruitment of staff and ensure there is at least one member of the interviewing panel who has been trained in Safer Recruitment.
- All pre-school staff/ regular volunteers will have the relevant DBS checks to ensure their suitability to work with children.

- All known abusers will be excluded.
- All recruitment advertisements will contain our safeguarding statement. All posts involved are exempt from the provision of the Rehabilitation of Offenders

Act.

- When working with the children all adults are regularly monitored to ensure safe working practices.
- Staff are aware they are responsible for their own actions and behaviour and will work in an open and transparent way, avoiding any conduct which would lead to questions regarding their motivation and intentions.
- Staff are aware that their first responsibility is to the child. This is achieved through the recruitment process, induction and training.
- All children have a right to be treated with respect and dignity.
- Corporal punishment e.g. smacking is unlawful in all settings.
- Staff should not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is not acceptable in any situation. (See Promoting Positive Behaviour Policy)
- Pre-School will actively pursue our aim to ensure that all staff members will complete a basic awareness course of safeguarding children within the first 6 months of employment.
- Designated staff will complete level 2 training within 1 year of taking the position. Full details are kept regarding staff and volunteers attending training courses.
- Staff will be trained in how to keep records and what to do about concerns about possible abuse or neglect.
- General information sharing, non-specific to a particular child, is encouraged including informing new staff of correct procedures
- Only staff with a current DBS certificate will assist children with toileting, changing nappies/soiled clothing or dealing with, for example, playground injuries
- Only the pre-school worker or administrator will be responsible for the administration of medicines (see admin of medicines policy)
- Only staff with a current DBS certificate will be left alone with children to facilitate small group work or 'time out' situations and then only for short periods when a door will always be left ajar for the safety of the children and staff member
- Child Protection issues will be placed regularly on the staff meeting agenda.

Accidents/Incidents/Illness

- Pre-school staff will inform parents/carers of any accidents/incidents during a session involving their child. The circumstances, any injury and action taken will be recorded and parents/carers will be asked to sign to acknowledge the information has been shared.

- We will inform Ofsted of a serious accident, injury or death which occurs either on the premises or during an outing. This will be done via telephone (03001231231) within 14 days.
- In the case of a head injury, a head injury form will be completed and given to the parent/carer or their representative whilst signing the accident book
- In the case of a parent/carer not collecting their child at the end of a session where an accident/incident has occurred, the designated person or a senior staff member will contact the parent/carer by phone and inform them of the accident/incident .
- All parents/carers will be encouraged, through welcome literature, to inform pre-school of any accidents/incidents occurring out of pre-school session through discussion at the start of a session or by telephone if the child will be absent.
- Where a staff member should notice an injury/ mark on a child upon arrival at Pre-school a discreet inquiry will be made by a staff member to the parent/carer as to how that injury was acquired. All accidents at home will be logged in the back of the messages book. Also a file note will be made by the staff member s/he will notify the designated officer.
- Parents/carers are encouraged to phone in and provide regular updates if their child will not be attending their normal sessions due to illness or holidays.
- Records will be kept of absences due to illness/accidents by the Admin Assistant and collated every month and given to the HT.
- This will be discussed with the child's Key Worker and notes kept in the child's personal file to see how frequently the accidents/illnesses are happening and what explanations are given. Any findings or concerns will be discussed with the designated person.
- In the case of a child with special needs, the Key Worker will ensure s/he has open and regular communication with the parents/carers with regard to regular planned (e.g. treatment appointments) and unplanned absences.
- Information is sought from parents/carers of a child's history via the registration form.

Home time

- If a child is not collected at the end of a session we will follow the steps outlined in Lost/Uncollected Child Policy
- If a parent/carer or nominated person arrives to collect a child whilst under the influence of drugs or alcohol or incapacitated in such a way which would seriously restrict their ability to care for the child, contact will be made with another number on the registration form.
- The child would not be called through for collection to avoid unnecessarily alarming the child.
- If the adult is unwilling to co-operate and we feel that they are unfit to care for the child and no other contact numbers have been successful, we would contact Children's Social Care / the police.

- The incident will be immediately documented and passed to the HT who will decide what follow up action to take.

Responding to allegations of abuse

- It is the responsibility of all individuals to inform the designated person of any concerns as soon as possible

General

- All concerns will be treated confidentially and not discussed with anyone other than those named above
- The designated person will investigate concerns, and will seek advice and liaise with safeguarding agencies.
- The designated person will, when necessary, inform the registered person
- Any child showing significant changes in behaviour or appearance will be investigated, records kept and monitored by the designated person.
- Parents/carers will be the first point of contact if there is a concern about a child. However parental permission will be bypassed if we feel that a child is at risk of significant harm, and by talking to the parent/carer it may be detrimental to the child's well-being and prejudice the prevention, detection or prosecution of a serious crime. Further advice would then be sought from the appropriate agency. All information will be kept confidential and only shared on a 'need to know basis'.
- The designated person has a responsibility to work collaboratively with Children's Social Care, to ensure adequate protective measures are in place.

Child disclosing

- If a child does disclose some information, the staff member/volunteer will remain calm and reassure the child
- All children will be listened to and any disclosure will be taken seriously
- Disclosures will be factually recorded, giving precise details of what the child has said and what the adult said to them, giving details of the situation prior to disclosure. Dates and times will be used and the notes will be kept securely in a locked cabinet.
- The designated person will be informed as soon as possible.
- Consideration will be given to whether it is safe for the child to return home. If it is deemed unsafe, the designated person will contact Children's Social Care.
- Appropriate action will be taken by the designated person who will seek advice from social care.
- If a staff member feels they need support after a child has disclosed something to them the designated person will make time to sit out with that staff member and arrange contact with people

they can talk to if necessary.

- The child's welfare is paramount and the designated officer will make the decision with advice and support as to whether the child is at risk of significant harm. If it felt this is the case we will contact Health and Social Care for advice or the police.
- However, if the child is not at risk of significant harm the designated officer will discuss concerns with the parent/carer and then make the judgement whether to make a referral depending on the outcome of the conversation.

Allegations of physical injury, emotional abuse or neglect

- If a child has an injury which may be non-accidental, or shows symptoms of neglect a referral may be made. Where appropriate the parent/carer will be encouraged to seek assistance from Children's Social Care prior to a referral being made. Telephone referrals will be confirmed in writing by the referrer using a completed CAF within 48 hours.
- The written referral should be acknowledged by Children's Social Care within 1 working day of receipt. If this is not received within 3 working days the referrer will contact Children's Social Care.
- If an injury is deliberate, the designated officer will contact Children's Social Care for advice before consulting the parent/carer.
- If emergency medical attention is necessary, the designated officer will make immediate arrangements and accompany the child. S/he will inform the doctor of any suspicions of abuse.
- If medical attention is required but is non-urgent, the designated officer will liaise with, and seek advice from, Children's Social Care.

Allegations of sexual abuse

- In this circumstance the designated person will contact Children's Social Care or Child Abuse Investigation Team Police directly and will not speak to the parent/carer.
- The designated officer will be responsible for ensuring exact details are recorded of the allegations or suspicions and will provide it to the investigating child protection agencies.
- Staff will not attempt to carry out investigations into the allegations or suspicions of sexual abuse.

Allegations against staff / volunteers

- Every effort is made to ensure suitable adults are employed as staff members or welcomed as volunteers, through CRB / DBS checking and a robust recruitment policy. All parties will be treated fairly and with respect. Allegations against staff/volunteers may occur because they have behaved in a way which has harmed a child or may harm a child; have committed a criminal offence against a child or children; behave towards children inappropriately deeming them unsuitable to work with children.

- In any of these instances:
- Should a parent/carer, child, volunteer or staff member have any concerns regarding the conduct of an employee or volunteer at pre-school, the procedures will be followed as per our Whistle Blowing policy.
- Where there are concerns that a child has been put in danger of abuse, or has suffered abuse owing to the actions of a member of staff or volunteer Children's Social Care or the police will be contacted.
- If there is any suspicion of a volunteer or staff member abusing a child, steps will be taken to ensure the safety of that child and all other members of the group.
- If an allegation of child abuse is made against a member of staff or volunteer the Local designated officer (LADO) will be contacted. LADO will then advise as to what steps should then be taken. They will advise as to whether or not the staff member/volunteer should be informed and if an investigation should take place and by whom.
- If the investigation is to be undertaken by the Pre-School the designated officer will follow the LCC Guidance for Staff Facing Allegations in Schools.
- Gross misconduct procedures may be implemented (see Disciplinary policy) or the complaints procedure depending on the findings.
- Suspension of an employee will be considered where a child is at risk of significant harm; allegations require a police investigation, where the allegation could result in possible dismissal or where suspension would facilitate a comprehensive and unhindered investigation
- Accurate and detailed records will be kept securely in a locked cabinet.
- A comprehensive summary of the allegation, how it was followed up, the decisions made and the action taken will be kept securely in a locked cabinet for 10 years after the allegation is made. The staff member/volunteer will be given a copy.
- Ofsted will be informed of any allegations within 14 days of the allegations being made (Tel: 0300 123 1231)
- If the allegations are proven to be false, the staff member/volunteer will be informed formally both verbally and in writing of the allegation and that it is without foundation. They will also be informed that no further action will be taken and offered support as necessary.

Photography / Video

- At pre-school we often use videos and photography as part of our daily sessions as a tool for recording achievements, displays and special books. We also occasionally use such media to promote our pre-school for example in the newspaper and on our website.
- Parents/carers are informed of this and permission sought through the welcome booklet, photograph consent form, registration form and notices on the information board
- Any parent/carer has the option to refuse this permission. Pre-school will respect this decision and ensure photographs are not displayed or used on the website
- All children have the right to decide whether or not they feel comfortable being photographed or filmed and this is taken into account. Should permission be denied by a child or it is apparent they feel uncomfortable, staff will not take photos or films of that child
- Only children for whom we have obtained written permission from their parents/carers will feature in any publicity.
- Before any public event (e.g. a play) a member of staff will check that all children can be photographed by parents/carers watching the performance. Advice will always be given to parents/carers prior to the start of the performance.
- Staff and volunteers will not take photographs/films when in a 1:1 situation

Mobile phone photography is not allowed. (see below)

Computers/IT equipment

- Staff/volunteers will not use setting equipment to access inappropriate or indecent material. This will result in gross misconduct procedures being implemented and dismissal.
- Passwords are kept confidential by staff members and unauthorised access will not be allowed.
- Should indecent images of children or any inappropriate material be found on setting computers, staff will immediately inform the designated officer (HT).
- Computers will be secured and isolated from the network by the designated officer with witnesses present to ensure the safe preservation of any evidence.
- The IT equipment will be immediately locked away and all adults on the premises (including the designated officer) will be denied sole access.
- The designated officer will inform the relevant authorities and await further advice.

	<p>Phones</p> <ul style="list-style-type: none"> • All staff members and volunteers are instructed to keep mobile phones upstairs during the session and staff lockers are provided. • Personal mobile phones are only permitted during session in the case of a personal emergency • The use of mobile phones is not permitted within the school rooms or playgrounds by any staff member, parent/carer, parent/carer’s representative or visitor. • Using mobile phones in staff only areas e.g. the staffroom or PPA room is perfectly acceptable. <ul style="list-style-type: none"> • This policy has been prepared in accordance with the Lincolnshire safeguarding Children Board Procedures. • It will be kept under review and supported by appropriate training. • The policy applies to all staff and volunteers who act on behalf of the organisation and who come directly into contact with children. • It is the right of any individual to make direct referrals to the child protection agencies. In the unlikely event that it is felt that Kelsey • Pre-School has not responded appropriately to concerns, each individual should contact the child protection agencies direct. • The registered provider must inform Ofsted (0300 123 4666) of any allegations as soon as is reasonably practicable but at the latest within 14 days of an allegation being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence. <p>Acts and information used in preparation of policy;</p> <ul style="list-style-type: none"> • Children Act 1989 & 2004 • Data Protection Act 1998 • Lincolnshire Safeguarding Children Board Guidelines • Lincolnshire County Council Guidance for Safe Working Practice for Protection of Children and Staff in Early Years Settings. • LCSB Guidance for Staff facing an allegation • Training Courses (inc. HT’s 2 day statutory safeguarding training)
References to other relevant policies	Promoting Positive Behaviour, Induction/Training and Development, Discipline, Inclusion, Recruitment and Employment, Health & Safety, Uncollected Children, Confidentiality, Partnership with Parents/Carers
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the named designated staff member in conjunction with the staff team, unless new legislation or an incident occurs which requires an immediate review of the policy. This policy will be discussed in a full staff meeting at least once a year in February / March after the review.
Signature	
Review Date	July 2020

DEFINITIONS OF ABUSE

Lincolnshire Safeguarding Children Board

PHYSICAL ABUSE

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institution or community setting; by those known to them, or more rarely by a stranger. Physical abuse 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 feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to the children that they are worthless or unloved, inadequate, or valued only insofar as they meet the need of another person. It may involve causing children frequently to feel frightened or in danger, other exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

NEGLECT

Neglect is the 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. It may involve a parent or carer failing to provide adequate food shelter and clothing, failing to protect a child from physical harm, or danger or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness, to a child's basic emotional needs.

Name of Policy	Settling in / transition
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	At Kelsey Pre-School we want a child's early years learning experience to be a happy one. To facilitate this we know that the needs and views of parents/carers are important and we aim to create a strong and positive partnership with comfortable, open communication between pre-school and parents/carers. We are aware that children cannot play or learn if they are anxious or unhappy. Staff aim to provide an inclusive, safe, secure, caring and stimulating environment where each child is valued as an individual and is offered the same opportunities to encourage self-confidence, independence and positive self-esteem.
Specific Objectives / Statements and Procedures	<p>Prior to starting parents/carers will be given written information about the pre-school (see Admissions Policy). Parents/carers will be given a welcome pack on their child's first day at pre-school containing further useful information.</p> <p>Visits</p> <p>Prior to inclusion on the waiting list, parents/carers are invited to visit pre-school to gain an insight into the provision and to decide whether or not to put their child on the waiting list.</p> <p>Parents/carers are welcome at Pre-School by appointment for a visit. A Welcome Person will show them around and explain how Pre-School functions, session times, ethos etc. They will also be given an information leaflet.</p> <p>Before starting at Pre-School parents/carers are welcome to join in sessions which the child will be attending to allow both the child and the parents/carers to become familiar with the group prior to joining.</p> <p>Key Worker / Pre-school worker</p> <p>All children are allocated a key worker from their first day at Pre-School. However, all staff are responsible for ensuring each child is settled at pre-school. To facilitate a smooth settling in period, on the child's first day the key worker will discuss the pre-school aims and daily routines with the child and parents/carers and provide further information both verbally and in written form. Discussions will take place regarding the child's likes/dislikes etc. This will enable the child and family to bond with the key worker. In the absence of the key worker, a designated staff member will take over responsibility and will ensure that all the information is shared on the key worker's return. An entry profile will be filled in by the key worker and parent/carer to facilitate accurate developmental records. This will be used as the basis for 'On Track'</p>

When is the child settled?

- For at least the first two sessions, parents/carers or a representative are required to stay to help settle the child in, and thereafter are welcome to stay as many sessions as are preferred until the child and parent/carer are comfortable with the surroundings, staff and other children.
- We are aware that each child is unique and all have differing needs.
- All parents/carers are encouraged, when appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.
- We aim to ensure that each child and their family is comfortable with their Key Worker and all staff.
- Staff will maintain open communication with parents/carers and if there is separation anxiety on either side, will make regular phone calls to reassure parents/carers of their child's progress.
- A child is usually deemed settled once he/she is familiar with the routine, can find their own peg, name card and are happy to be separated from the parent/carer. Each child will be assessed in partnership with the parent/carer as to when they are 'settled'.
- All staff are experienced in procedures to facilitate a smooth settling in period and encourage parents/carers to have open communication regarding the settling in process.

Partnerships with parents

All parents/carers are informed that they can contact pre-school anytime.

We ensure that all staff know how to be approachable to parents/carers and available to answer any further questions through induction, training and our welcome procedure

We aim to have comfortable, honest and open two way communication with our parents/carers

Parents/carers are encouraged to volunteer on the session volunteer rota to further strengthen links, on management committees and fundraising/ social events

Parents/carers are encouraged to be involved in all pre-school activities both in and out of pre-school hours.

Reviews

Parents/Carers are welcome to discuss their child's progress with their key worker or make written comments on the termly report. If a more in depth meeting is required parents/carers are invited to make a mutually convenient time to come in to Pre-School and to take advantage of the termly appointment system.

Staff aim to comment to parents/carers on a casual basis when they are helping in session or at drop off or pick up time regarding their

	<p>child's session</p> <p>Transitions</p> <ul style="list-style-type: none"> • Pre-school maintains close bonds with the local school. Each half term Pre-School will visit school for class assemblies, productions, classroom/outdoor play and story telling • Teachers from Kelsey Primary School / other local schools are invited to visit any time and definitely during the term before transition • Where possible pre-school will liaise with the local school re friendship groups • On Track information is shared with the new setting. • If a child leaves the Pre-School to attend another setting, every effort will be made to pass on relevant records and liaise with the child's new Key worker • If a child attends more than one setting, every effort will be made to liaise regarding developmental matters, topics etc and to facilitate visits to pre-school and the other settings.
References to other relevant policies	Admissions, Equal Opportunities, Induction/ Training, Inclusion, Partnerships with Parents/Carers, Safeguarding Children, Welcome
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by a named designated staff member, in conjunction with the staff team, unless new legislation or an incident occurs which requires immediate review of the policy
Signature	
Review Date	July 2020

Name of Policy	Sick Child
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	It is our aim to ensure all children are happy and safe at Pre-School. We will keep all parents/carers informed at all times and minimise the risk of infection to children in our care and to all persons attending the setting.
Specific Objectives / Statements and Procedures	<ul style="list-style-type: none"> • All parents/carers are encouraged to inform Pre-School of any illness which their child has contracted by telephone as soon as possible. If a child has been in contact with a person that has had an illness parents should inform pre-school so staff can: <ul style="list-style-type: none"> ○ Inform other parents ○ Watch for signs/symptoms in other children ○ Notify by the Health Watch notice on the board. • Should a child become ill during a pre-school session, a staff member will try to contact the parents/carers by telephone. Failing this emergency contact numbers tried. If contact is unable to be made, staff will continue to try during the session. In the meantime the child will be made comfortable and looked after by a staff member away from the main group until such time as s/he is collected. The child will remain the responsibility of the pre-school until s/he is collected. • In the case of a deterioration in the child's condition, medical help will be sought (see Administration of Medicines policy) • Parents are encouraged not to bring ill children to pre-school sessions to avoid cross contamination and to seek medical advice regarding length of exclusion. To ensure the well-being of all the children at the setting, including the sick child, it is the pre-school's policy to exclude children until (in the case of infectious conditions) their return has been approved by a medical practitioner. • Records will be kept regarding children's absence due to illness • Parents/Carers are required to check their child's registration form every term to ensure contact details, emergency details and immunisation record remains correct. • Immunisation records of staff will be kept in their staff file in a locked cabinet. • In accordance with the Children's Act (1989) all infectious diseases which a medical practitioner considers notifiable will be reported to Ofsted, the Local Environmental Health Officer, the local school and parents/carers either by letter home, notice on the board or telephone call. • Ofsted and the Local Environmental Health Officer will be informed if there are two or more cases of food poisoning. • Pre-School will display a resume of the more common childhood illnesses, symptoms, incubation times, exclusion periods on notice boards. • Pre-school will display a health watch poster informing parents/carers of current illnesses of children attending

- Consideration will be taken regarding confidentiality issues if it is required that a child should be excluded due to illness.
- All staff are encouraged to obtain a basic first aid certificate on joining the pre-school and the Training
- The Pre-school worker will obtain an early Years First Aid certificate in accordance with Ofsted recommendations. (In addition at least two other members of Kelsey primary school staff will also have paediatric first aid qualifications)
- At each session at least one member will hold a first aid certificate.
- A first aid box will be kept on the premises and will be checked monthly by the Admin Assistant and kept stocked.
- Adequate ventilation will be provided during session times.
- Medication will only be administered with prior arrangement (see Administration of Medicines policy)
- During the spring, summer and autumn months, parents/carers are encouraged to apply sun cream to their child before attending Pre-School and supply a sun hat. Information regarding good practice in summer weather is displayed within Pre-School and a letter is sent home regarding safe practice.

Emergency Medical treatment

- A request is made on each child's registration form seeking permission to get emergency medical treatment if necessary. If permission is not given the HT will discuss reasons with the parent/carer and should permission still not be forthcoming an action plan between the pre-school and the parent/carer will be drawn up. Further advice will be sought from LCC / Ofsted and other relevant agencies.
- If permission is given and emergency treatment is required, a first aider will gauge whether a visit to A&E is required or a visit to the local doctor in which case either:
 - A senior staff member with another adult will take the child immediately by car to A&E
 - An ambulance will be called
 - A staff member will contact the child's doctor
- Immediately after this has been arranged the child's parent/carer will be informed of the situation by a staff member by telephone. Every effort will be made to speak to the parent/carer directly, however, if contact cannot be made, sensitive messages will be left.
- Other children will be kept away from the emergency and distracted by use of a story, singing, activities etc.
- At this point the HT should review staffing needs - depending on circumstances, to keep pre-school open or contact parents/carers to collect their children.

	<ul style="list-style-type: none"> Ofsted will be informed via telephone(0300 123 1231) of any serious accident, injury or death of a child or adult which occurs either on the premises or during an outing within 14 days. Please see attached Ofsted guidelines for definitions of a serious injury. <p>Record Keeping</p> <ul style="list-style-type: none"> Full and detailed records concerning any aspect of this policy will be kept for a minimum of 3 years after the child has left the provision.
References to other relevant policies	Administration of Medicine, Health and Safety, Induction/ Training, Uncollected Children , Safeguarding children
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the Deputy Play Leader in conjunction with the staff members team and the Health and Safety Officer unless new legislation or an incident occurs which requires an immediate review of the policy. Comments on the medication record sheets will be considered. Feedback will be given to the Play Leader on at least a termly basis
Signature	
Review Date	July 2020

Name of Policy	Smoke Free
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	<p>This policy has been developed by the NHS to protect all employees, service users, customers and visitors from exposure to second hand smoke and to assist compliance with the Health Act 2006. Kelsey Pre-School has adapted their policy.</p> <p>The whole of the Kelsey Primary School site including outside areas is a no smoking zone.</p>
Specific Objectives / Statements and Procedures	<ul style="list-style-type: none"> • Exposure to second hand smoke increases the risk of lung cancer, heart disease and other serious illnesses. Ventilation or separating smokers and non-smokers within the same airspace does not completely stop potentially dangerous exposure. • It is the policy of Kelsey Pre-School that all our workplaces are smoke free, and all employees have a right to work in a smoke free environment. The policy shall come into effect on 1 July 2007. • Smoking is prohibited in all enclosed areas of the Pre-School building and in front of children. • Overall responsibility for policy implementation and review rests with the HT (who is also the schools health and safety manager) and governors - Health and Safety Officer. • Information will be given at induction and all staff are obliged to adhere to, and support the implementation of the policy. • Appropriate 'no smoking' signs will be clearly displayed at the entrances to and within the premises. • Disciplinary procedures will be followed if a member of staff does not comply with this policy. Those who do not comply with the smoke free law may also be liable to a fixed penalty fine and possible criminal prosecution • Any parents / carers / visitors / contractors who are found smoking on site will in the first instance be asked to extinguish their cigarette / pipe / cigar and have the policy explained to them and the reasons for it. Any repeat will result in them being asked to leave the site and could result in prosecution.
References to other relevant policies	Discipline, Grievance, Health and Safety, Induction/Training and Development, Recruitment and Employment, Student Placement and Volunteer
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the Health and Safety Officer in conjunction with the Pre-school unless new legislation or an incident requires immediate review of the policy.
Signature	
Review Date	July 2020

Name of Policy	Special Educational Needs (SEN)
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	<p>Our pre-school aims to have regard to the DFE Code of Practice on special educational needs (SEN) and to the guidelines supplied to private and voluntary providers of pre-school education. We aim to provide a safe, secure, caring, stimulating, inclusive and welcoming environment to all children and their families. There will be a named Special Educational Needs Coordinator (SENCO) and when necessary a Special Educational Needs Assistant (SENA). All staff will have basic training, and specific training in specialist areas as and when the need arises.</p> <p>The SENCO is also the senior teacher of Kelsey primary school.</p>
Specific Objectives / Statements and Procedures	<ul style="list-style-type: none"> • At pre-school there is a named SENCO who reports to the HT and works with the pre-school. S/he is responsible for advising and supporting all staff in providing a stimulating and varied programme of play and ensuring the safety and well-being of all children, and in particular a child/children specifically with special educational needs. • At all times the SENCO will, where necessary, refer to the SEN Code of Practice and Disability Discrimination Act 1995 & 2005 and the Children's, Schools and Families Act 2010. • In the absence of the SENCO, the HT (who is also a trained and experienced SENCO) will assume responsibility for the role. <p>The SENCO will:</p> <ul style="list-style-type: none"> • Alongside the SENA (or key worker), plan, provide, take part in activities designed for the child/children in his/her care • Help the SENA (or key worker) devise Individual Education Plans (IEPs) • Support staff working with children with SEN • Listen to, encourage, enable, stimulate and ensure the safekeeping of each child • Attend staff/specialist meetings to help, prepare, plan and implement the curriculum • Encourage parental involvement and be accessible and open and work to form strong relationships with parents/carers • Recognise that the parents/carers are the first educators of the child • Advise the Play Leader of any matter requiring attention, such as concerns about a child, information passed on by parent/carer, or specialist equipment required • Keep completely confidential any information regarding a child • Assist with regular observations and assessments of children • Liaise with other professionals and arrange visits to the setting • Will continually update his/her knowledge through literature and regular training courses and share this with the staff team

Admission Arrangements:

Prior to the child's start date, where possible, parents/carers will be encouraged to share relevant information to ensure a smooth transition into pre-school and that all necessary arrangements can be put in place. The SENCO and/or SENA will

- Liaise with the family
- Ensure all necessary arrangements are in place
- Seek specific training in specialist areas if required
- Seek advice/support from outside agencies
- Share necessary learnt information with the staff team to facilitate a smooth transition

Procedures for identification, assessment and review of SEN:

- The SENCO and/or SENA will be responsible for liaising with parents/carers and researching specific conditions of a child and sharing this information with all staff to enable a team approach to caring for that child and delivering the curriculum
- At pre-school the staff team are encouraged to share observations and information learnt from parents/carers to identify possible SEN
- Regular written observations will be carried out by the staff team and in particular SENA who will then put procedures in place to best identify a need
- Advice will be sought from outside agencies after permission received from parents/carers
- An individual child's progress will be closely monitored by the SENCO. Different strategies will be put in place to enhance the child's development and learning and identify need
- A half-termly review will be discussed with parents/carers and outside agencies
- The setting will be in consultation with parents/carers and any outside agencies to consider actions as set out in the Code of Practice:
 - Early Years Action
 - Early Years Action Plus
 - Request for Statutory Assessment

Resources

- The SENCO will apply for additional funding for specialist equipment or staff
- All children have access to the Early Years Foundation Stage and at pre-school we ensure that all children have access to all equipment and resources. Where necessary we seek advice to provide specialist equipment, which is shared by all the children, to ensure positive learning experiences. At pre-school we recognise each child as a valued individual and will adapt our learning strategies as required. All children will be encouraged to fully participate in the sessions and build up strong relationships with their peers.
- Any complaints received regarding our services will be acknowledged and actioned as per our complaints policy
- Staff are required to attend regular training courses to update their knowledge. These are arranged with the HT and are identified at induction, supervision, one to one meetings, staff meetings and by informal discussion
- Pre-school acknowledges and respects support given by outside agencies and are aware that in order to best meet the needs of all the children in our care and their parents/carers advice and support is required by specialist services. It is the responsibility of the SENCO to liaise with outside agencies.
- Parents/carers are fully involved with the process and concerns/comments are recorded through minutes of staff meetings and staff/parent/carer meetings, memos, telephone conversations and observations. Parents/carers comments are included in all decisions and they are kept fully and regularly informed by the SENCO and/or Key Worker

Transition arrangements for when a child leaves our pre-school:

- Parents/Carers will be consulted and their views incorporated and respected
- The SENCO and/or SENA/key worker will liaise fully with the future setting
- Visits between settings will be welcomed
- Meetings will be attended as required
- A representative from a future setting will always be welcomed at our pre-school to enable the child to feel comfortable and enjoy a smooth transition
- A full and detailed 'On Track' (or other system as appropriate) will be supplied to the future setting

References to other relevant policies	Administration of Medicine, Admissions, Confidentiality, Equal Opportunities, Food and Drink, Health and Safety, Induction/Training and Development, Inclusion, Guidance for Staff re: Adult Interactions with Children (Language and Communication), Partnership with Parents/Carers, Safeguarding Children, Settling In/Transition
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the SENCO unless new legislation or an incident occurs which requires immediate review
Signature	
Review Date	July 2020

Name of Policy	Stress Management Policy
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	<ul style="list-style-type: none"> • Kelsey Pre-School places a high value on maintaining a healthy and safe working environment for all its employees and we recognise that our duty of care extends to mental health as well as physical health at work. • We are committed to providing a supportive working environment that maintains and promotes the health and well-being of all our employees. • Pre-School is committed to implementing a stress management policy for all employees throughout the Pre-School. This includes improving the organisation environment through effective and sensitive management; enabling individuals to cope successfully with the demands and pressures of work, and providing support for employees whose health and well-being are affected by stress.
Specific Objectives / Statements and Procedures	<ul style="list-style-type: none"> • Stress is what individuals experience when they feel they have difficulty coping with the pressure and demands placed upon them. • Pressures can arise from an individual's personal life, as well as from work, and people vary in their capacity and ability to cope with different types of pressure. Some individuals will recognise that their health is affected and will seek help; others will not recognise or acknowledge that they are stressed although it may be apparent to their manager and work colleagues. • Although in itself, stress is not an illness, there is evidence that stress can lead to mental and physical ill health. <p>Policy Aims</p> <ul style="list-style-type: none"> • To manage stress through effective sensitive management • To develop working practices that reduce the factors which may lead to stress in the workplace • To develop plans to manage problems that do occur and to support individuals who are stressed. • To increase awareness of stress and methods to combat it through staff training, meetings and mentorship. • To assist staff in managing stress in themselves and others. • Enable managers to monitor procedures and outcomes via sickness/absence records to assess the effectiveness of this policy <p>Preventative measures at an organisational level</p> <p>At Pre-School we will:</p> <ul style="list-style-type: none"> • Promote a culture of consultation, participation and open communication throughout the organisation. • Maintain a regular and frequent supervision and appraisal scheme • Ensure staff take breaks • Promote flexible working where possible

	<ul style="list-style-type: none"> • Acknowledge people for any additional work they do. • Promote positive management and team building skills for those with management and supervisory responsibilities. • Raise awareness of managers and staff about stress and its causes <p>Identification and Management</p> <p>At Pre-School we will:</p> <ul style="list-style-type: none"> • Research available training for all staff, on stress awareness and management so they are better able to handle pressures they may encounter, and they are able to recognise stress when it occurs in themselves and others • Manage pressures, which may affect employees by anticipating likely problems and taking actions to reduce the effects of them • The Admin Assistant will record all staff sickness and report any regular patterns to the HT. • The Play Leader will monitor levels of occurrence of sickness absence associated with stress and act upon accordingly. In respect of the Play Leader the Chair of the Committee will monitor and advise. <p>Supportive Measures</p> <p>At Pre-School we will:</p> <ul style="list-style-type: none"> • Identify internal and external sources of assistance for employees with stress. • Assist and advise employees who are stressed • Provide guidance for managers regarding modification of work for employees who are stressed e.g. reviewing work responsibilities; return to work arrangements after sickness absence.
References to other relevant policies	Induction/Training Policy, Health & Safety Policy, Appraisal and Development Policy
Policy monitoring and evaluation information	This Policy will be evaluated as per our rolling programme at staff meetings and will be reviewed annually by the HT, unless new legislation or an incident occurs which requires an immediate review of the policy.
Signature	
Review Date	July 2020

Name of Policy	Student placement and volunteers
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	<p>We welcome the opportunity to enable students on childcare courses and work experience to come into Pre-School. Our aim is to give them opportunity to gain first-hand experiences in the career for which they are studying, positive examples of early years practice, and support and encouragement to enable them to become reflective practitioners.</p> <p>The input into our sessions of volunteer helpers is welcomed and encouraged</p>
Specific Objectives / Statements and Procedures	<p>Students</p> <p>Our first concern is the needs of the children in our care and students will only be accepted if:</p> <ul style="list-style-type: none"> • They are engaged in bona fide early years training • On work experience from school • Are in small numbers – usually singly or in pairs <p>Students will be allocated a named Student Placement Officer, this will normally be the class one teacher or pre-school worker. The Student Placement Officer will be responsible for:</p> <ul style="list-style-type: none"> • Liaising with school or college to understand the requirements of the course the student is attending or the work experience expected • Ensuring all staff team are aware of these requirements • Ensuring that where appropriate referees are sought for long term placements (HT will do this) <p>Settling in the student</p> <ul style="list-style-type: none"> • Induction, ensuring all the necessary paperwork is completed by the student • Provide the student with a copy of the student/volunteer handbook • Explaining OPS expectations of students (e.g. conduct, punctuality, dress code etc) as per the Student/ Volunteer handbook • Mentoring, supporting the student throughout their time at pre-school • Ensuring all the necessary paperwork is completed during the student placement and on exit • Liaising with school/college during placements. • All staff are encouraged to welcome students and give help and support as required <p>Students will</p> <ul style="list-style-type: none"> • Be required to fill in a student registration form giving emergency contact details • Be encouraged to read and adhere to our policy and procedures

	<p>document with guidance from their Student Training Officer. Longer term students will be expected to sign the document</p> <ul style="list-style-type: none"> • Be expected to pay particular attention to confidentiality and sign our confidentiality policy. Information on individuals will only be shared on a 'need to know' basis as per our confidentiality policy. • Not have access to confidential records/information • Seek parents/carers permission to observe children via the student placement officer. • Not have unrestricted access to children • Will be incorporated in our child : adult ratios within areas, but not when considering the session as a whole • Be monitored closely • Be supported by all staff members • Understand the routines of the group <p>If a student is deemed as unsuitable:</p> <ul style="list-style-type: none"> • The Student Placement Officer will contact the student's school or college and liaise with their course tutors, giving clear and concise reasons (it is important that if a student is considered as possibly being unsuitable they be informed as soon as possible and given clear guidance / a time scale as to what they need to do to improve, only if they fail to do this will they be removed.) • Any student who displays gross misconduct, as per our safeguarding children policy, will be immediately removed from the session and their tutor will be requested to attend pre-school to collect the student. <p>Volunteers</p> <ul style="list-style-type: none"> • We welcome and appreciate volunteers offering their help within sessions. Every effort is made to support volunteers and explain the running of the group and the day to day routines by the staff team. Volunteers are encouraged to read and adhere to our policy and procedures document and pay particular attention to our confidentiality policy. • Volunteers will not have access to confidential records/information or unrestricted access to children. • It is the policy of Kelsey Primary School that all volunteers be DBS checked.
References to other relevant policies	All policies within our policies and procedures document
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the HT in conjunction with staff and staff team, unless new legislation or an incident occurs which requires an immediate review of the policy.
Signature	
Review Date	July 2020

Name of Policy	Sun protection
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	It is important to Kelsey Pre-School that we take every precaution to ensure that each child within our setting is protected from discomfort and sun damage of any form.
Specific Objectives / Statements and Procedures	<p>To ensure that:</p> <ul style="list-style-type: none"> • no child is overexposed to direct or dangerous amounts of UVA • all children are kept hydrated and cool and have shade available to them • parents/carers are aware of the importance of applying sunscreen before arriving for session as Pre-School staff are unable to apply sunscreen to children. • parents/carers are aware that each child should bring a sun hat to every session, and wear appropriate clothing to protect the child, regardless of the weather at the time of arrival <p>We will:</p> <ul style="list-style-type: none"> • through development of our outdoor areas, ensure that structures and shade are available and that children are encouraged to use these in hot sunshine and ensure time is spent indoors during really hot weather. • educate the children about the importance of drinking during hot weather and the availability and routines of the drinking water machine • regularly send letters, newsletters and display notices informing parents/carers of our procedures regarding sun safety • encourage staff to provide a good role model and wear sun screen and hats and regularly discuss importance of these with the children. • ensure that children are not exposed to direct sun for long periods of time • encourage parents/carers to read our policy and procedures document • staff will follow our Outdoor Play policy.
References to other relevant policies	Equal Opportunities, Food and Drink, Health and Safety, Inclusion, Outdoor Play, Transport and Outings
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by a designated staff member in conjunction with the staff team and health and safety officer, unless new legislation or an incident requires immediate review.
Signature	
Review Date	July 2020

Name of Policy	Toys and equipment
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	<ul style="list-style-type: none"> At Kelsey Pre-School we believe in learning through play. We are committed to providing an enjoyable learning experience encouraging development in the seven areas of learning and development as set down by the DFE, through careful planning as per EYFS curriculum, through children's interests/preferences and by providing appropriate toys and resources.
Specific Objectives / Statements and Procedures	<ul style="list-style-type: none"> We have a wide range of equipment to meet the learning development of all children and any further resources are identified at staff meetings. We aim to offer the children a wide and varied assortment of resources which are rotated on a regular basis allowing enjoyment and exploration. <p>The toys and equipment we provide:</p> <ul style="list-style-type: none"> Is appropriate for the age and stages of development of the children Offers challenge to develop experiences in the seven areas of learning and development Reflects our diverse and multicultural society Are offered to all children, and all children are encouraged to use the available resources Avoid stereotypical images Avoid objects of violence, e.g. guns, knives, swords etc Includes a range of raw materials which can be used in a variety of ways Encourages creativity, imagination and exploration and investigation opportunities Conforms to relevant safety regulations and is regularly checked All damaged toys are removed and the pre-school worker informed The health and safety officer and staff regularly check toys, equipment and areas of play Include many ICT resources for different opportunities Are cleaned regularly Are accessible for children to make free choices Are suitable to encourage critical thinking Specialist equipment will be provided where required
References to other relevant policies	Equal Opportunities, Guidance for Staff re Observation, Planning and Evaluation, Health and Safety, Inclusion, SEN

Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by a named staff member in conjunction with the staff team and SENCO, unless new legislation or an incident occurs which requires an immediate review of the policy
Signature	
Review Date	July 2020

Name of Policy	Transport and outings
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	At pre-school we value the chance to take the children off the premises to gain different experiences. We generally have an annual trip, one main outing per term and various impromptu trips around the local area.
Specific Objectives / Statements and Procedures	<p>At pre-school we recognise the many benefits of outings for the children e.g. development opportunities over the seven areas of learning and development, different experiences, shared social experience with peers, access to outdoor and local environment, exercise, experiencing different modes of transport etc. Safety on these trips is of paramount importance and all staff members adhere to the Health and Safety and Transport and Outings policies. Volunteers are requested to ensure appropriate ratios and are verbally instructed on their role and responsibilities.</p> <p>Risk Assessment</p> <ul style="list-style-type: none"> • No pre-school trip or visit will be allowed to take place until the HT (who is also the EVC) has signed the risk assessment to say they are satisfied with all the arrangements. • This includes trips visits that have gone to the same location / activity before they must still be re risk assessed. • A full risk assessment will carried out of the destination by the Visits Co-ordinator through research at least one week before. • The destination will be assessed for suitability for all and in particular for children with specific needs. • The needs of staff, parent/carers and volunteers will also be taken into account. • All transport that is booked will have the appropriate seat belts for small children and a toilet facility. A check will also be made to ensure the coach company has adequate insurance cover. Parent/carers are also encouraged to bring their own car seat to use on the coach. • Emergency contact forms, attendance sheets, a mobile phone and first aid kit will be taken on each outing. <p>Parental Consent</p> <ul style="list-style-type: none"> • Permission is sought via the registration form for visits to the local school, shops and impromptu visits to the park etc. If permission is not granted the pre-school worker will discuss the reasons with the parent/carer and should permission still not be forthcoming an action plan between the pre-school and the parent/carer will be drawn up. Pre-School will encourage the parent/carer to accompany their child on such trips where necessary. If permission is definitely denied, and the parent/carer or their nominated person is unwilling or unable to accompany their child, in the case of impromptu trips these would have to be avoided during that child's session.

- For visits which require more than one road crossing or transportation (such train trip/library visit) volunteers are requested to accompany the children and consent is acquired through a signature tick list.
- For visits requiring transportation, parents/carers or their nominated person are requested to accompany their child.

Ratios

- For local trips requiring one only road crossing (e.g. shops, school, park) - 1:3
- For trips required more than one road crossing (e.g. allotment) - 1:2
- For trips requiring transportation (e.g. library, train trip) - 1:2
- For trips requiring transportation (e.g. Annual Trip) parents/carers or a representative are required to attend and are responsible for their child.
- Parents/carers choosing to send a representative or request another parent/carer to care for their child during a trip are informed of correct ratios employed by pre-school on which to base their decision.

Safety

- Prior to each trip, a register will be taken of all children, staff and volunteers.
- Children will be reminded of dangers – road safety, importance of staying close to their designated adult, strangers, animals etc.
- An adult wearing a high visibility jacket will be at the front and the back of the children
- Regular headcounts will be carried out throughout the trip
- On all trips there will be at least one qualified First Aider.
- On trips requiring coach transport, there will be at least one qualified First Aider on each coach.
- Relevant procedures as per our Lost Child policy will be followed if needed.

Supervision

- All staff and volunteers are responsible for children in their care. In the case of local trips:
- 1:3 or 1:2 ratios – the accompanying adult is responsible for their group of children.
- Verbal reminders of the role and responsibilities of staff and volunteers will be given prior to setting off

	<p>In the case of non-local trips:</p> <ul style="list-style-type: none"> • Either a parent/carer of their nominated person will take full responsibility for the child/children in their care (see ratios) <p>On any trip outside of the pre-school only persons aged 18 or over may count in the supervision ratio's.</p> <p>Equipment</p> <ul style="list-style-type: none"> • On group outings mobile phones, attendance sheet, emergency contact numbers list (this will be kept up to date by the Admin Assistant and filed in the trips file) and a first aid kit will be taken. • On group outings at least 3 staff will wear high visibility jackets. • On most outings the group stay together, but if this is not part of the trip planning then at least 2 members of staff will carry a mobile phone to keep in contact. • A child's medication (such as an inhaler) will be taken by the most senior staff member, in case of it being required. <p>Toileting</p> <p>In the case of local visits including library/train trip:</p> <ul style="list-style-type: none"> • Before we set off all children will be encouraged to use the toilet. • If during a visit a child needs to use the toilet they will be accompanied by a DBS checked staff member or their parent/carer or representative to the nearest toilet. If no toilet is available two staff members will take the child back to Pre-School. <p>Sick Child</p> <p>In the case of local visits:</p> <ul style="list-style-type: none"> • A staff member will contact the child's parent/carer (if not on visit) and the sick child policy and procedure would be followed. <p>In the case of more distant visits:</p> <ul style="list-style-type: none"> • The child's parent/carer or their nominated person would take responsibility for the child with help and assistance from a senior staff member.
References to other relevant policies	Administration of Medicine, Equal Opportunities, Health and Safety, Induction/Training, Lost/Uncollected Child, Sick Child
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the Visits Co-ordinator in conjunction with staff members, unless new legislation or an incident occurs which requires an immediate review of the policy
Signature	
Review Date	July 2020

Name of Policy	Welcome Policy
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	The aim of the policy is to ensure that all children and adults attending the Pre-School feel valued and welcomed as part of our group and to ensure staff are aware of the importance of each individual within the setting
Specific Objectives / Statements and Procedures	<p>New Parents/Carers and Children:</p> <p>At pre-school we understand the importance of building up a strong, positive and open relationship between staff and parents/carers. We recognise that in order to achieve this, parents/carers and their children need to feel welcomed and valued.</p> <p>Prior to a child starting Pre-School:</p> <ul style="list-style-type: none"> • Admissions information will be given by the school administrator as per our admissions policy • Parents/carers and children are welcome to visit the setting • The child's Key Worker will familiarise themselves with the start date of the child, the child's name and the names of their parents/carers and will let other staff members know. • The pre-school worker will ensure all relevant paperwork is ready and that the child has been allocated a named peg. • On the child's first day at Pre-School a member of staff on arrival duties will take the child and parent/carer to introduce them to their nominated Key Worker <p>The Key Worker will:</p> <ul style="list-style-type: none"> • Welcome the family and introduce each staff member to them for at least the first two visits to ensure the family are aware of the names of all staff members/regular volunteers. • Be aware that this may be the first experience for the parents/carers as well as the child of a childcare setting, and will ensure that they are friendly and welcoming • Explain to the adult that no mobile phone must be used inside the pre-school building or playgrounds as per the safeguarding policy. • Show where their personal belongings can be kept and show them where they can make tea/coffee <p>Discuss routines</p> <ul style="list-style-type: none"> • Show the child what is on offer and encourage the child to join in an activity alongside their parent/carer • Explain that once the session has started the child will be able to choose his/her own registration card and pump bag • Explain the routines of the group – typical sessions, volunteering as helpers, KPS etc.

- Chat with the parents/carers about their child – likes/dislikes, history, potty training, other settings etc
- Give brief information about self eg time at pre-school, qualifications, family etc
- Check the required paperwork has been received including registration form (this should go immediately to the Play Leader due to sensitive and confidential information) and 'I am Special' book
- Check with the Admin Assistant whether there is any other outstanding paperwork and if so request it from the parent/carer
- Explain the entry profile and the reasons for it with the parent/carer and when convenient during the first two sessions assist with the completion of the form
- Ensure that the person doing the register has details of the child and parent/carers name so as to include them and encourage existing children to welcome and help them
- Once the child has become confident to be left for a short period by the parent/carer, show and explain the notice boards, stressing the importance of reading at every visit and pointing out the session volunteer list
- Explain the procedure at home time, i.e. so as not to disrupt story time their child will be brought to them, going home tables
- A drink will be offered which needs to be kept in the kitchen. Show various help notes displayed on walls
- Show emergency exits, explain fire drills
- Show the learning board and briefly explain the plans and Early Learning Goals
- Show the Things we Make and Things we Do files
- All staff will encourage parents/carers and children to be comfortable in the setting by chatting, including in activities, decision making etc.

New Staff:

- It is the responsibility of all staff members to ensure that new members to the team are welcomed, valued and put at ease as soon as possible. The new member will be allocated a mentor who will be a point of contact for questions and who will explain the routines of the group. However, all existing staff members have a responsibility to aid a smooth transition into the team.
- The new member will have an induction meeting as per our Induction/Training and Development policy.

The mentor will:

- Adhere to the guidance for staff: mentoring policy
- Introduce all staff and volunteers by name, explaining the children use Miss, Mrs or Mr + surname .
- Show where personal belongings can be kept and allocate a locker

	<ul style="list-style-type: none"> • Briefly show round the building, including where adult toilet is and emergency exits and explain where things are kept • Ensure introductions are made to children and parents/carers • Ensure an induction pack has been received and discuss any queries • Ensure a staff registration form is completed and handed to the Administrator and a P46 if necessary. • Ensure time can be taken out of the session by arrangement with the pre-school team to answer questions, help with paperwork etc
References to other relevant policies	All KPS / KPrS Policies and Procedures
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by a designated staff member in conjunction with the staff team unless new legislation or an incident occurs which requires immediate review of the policy
Signature	
Review Date	July 2020

Name of Policy	Whistleblowing
Name of Setting	Kelsey Pre-School
Overall Aim of Statement	<ul style="list-style-type: none"> Whistleblowing can be defined as raising a concern about a malpractice within an organisation. At Kelsey Pre-School we are committed to delivering a high quality Pre-School service, promoting organisational accountability and maintaining public confidence. We are committed to safeguarding children and adults and promoting the welfare of every child, and therefore, expect the highest possible standards of openness. To safeguard each individual child and users of our provision, reports of malpractice are taken seriously. It is the duty of every employee and volunteer to report situations of witnessed and/or suspected misconduct or malpractice. Kelsey Pre-school recognises that the decision to report a concern can be difficult one to make, not least because of fear of reprisals from those responsible.
Specific Objectives / Statements and Procedures	<ul style="list-style-type: none"> This policy provides individuals at Kelsey Pre-School protection from victimisation or punishment where they raise a genuine concern about misconduct or malpractice in a setting or during an organised trip or outing. This also includes any action likely to bring Pre-school into disrepute The policy is in line with the Public Interest Disclosure Act 1998, which encourages people to raise concerns about misconduct or malpractice in the workplace, in order to promote good governance and accountability. Such behaviour would include: <ul style="list-style-type: none"> A criminal offence Failure to comply with a legal obligation Danger to health and safety of an individual and/or environment Deliberate concealment of information in relation to any of the above. <p>Procedure</p> <ul style="list-style-type: none"> Any staff member, parent/carer, or volunteer who, acting in good faith, has a concern about misconduct or malpractice at Kelsey Pre-School, should in the first instance inform the headteacher of their concerns. If the issue concerns the headteacher then the Chair of the schools Governing body should be informed. If it relates to the Chair then the vice chair of the governing body should be contacted. The headteacher, chair of governors and vice chair of governors can all be contacted via the school office. If the person feels unable to do this then Lincolnshire County Council also operates a whistleblowing system and details of how to contact them are set out in the whistleblowing policy on the

school website:

<http://www.kelsey.lincs.sch.uk/Policies>

The report, written or verbal, should set out the background and history of the concern, giving names, dates and places where possible, and the reason why there are concerns.

In every instance it is advised to report concerns early.

Most concerns will be resolved amicably and informally at this stage.

All concerns will be investigated by the Headteacher or chair of governors or vice chair of governors as quickly and efficiently as possible and resolved.

The headteacher (or Chair in the case of allegations against the headteacher or vice chair in the case of allegations against the chair) will then advise the staff member, parent/carer or volunteer what action will be taken in relation to the issue raised without a breach of confidentiality.

If this does not have a satisfactory outcome, or if the problem recurs, the staff, parent/carer or volunteer should put their concern in writing to the headteacher, Chair of governors or vice chair of governors.

Confidentiality will be maintained at all times and every effort will be made to ensure the person raising the concern will not suffer any personal detriment as a result of voicing their concerns and likewise the member of staff under investigation.

Any malicious and unfounded reports will be considered for disciplinary action.

If an employee, parent/carer or volunteer feels that the matter cannot be dealt with by either the headteacher or chair / vice chair they should either:

- Follow the procedures outlined in the LCC whistleblowing policy <http://www.kelsey.lincs.sch.uk/Policies>

OR

- Contact Ofsted direct on 0300 1233155 or email at whistleblowing@ofsted.gov.uk or write to them at WBHL, Ofsted, Royal Exchange Buildings, St Ann's Square, Manchester M2 7LA for advice on what steps to take.

CONT.

	<ul style="list-style-type: none"> • If a situation is deemed to be likely to seriously affect a child/children, and contacting the headteacher or governing body is inappropriate, then they should contact LSCB (Lincolnshire Safeguarding Children's Board) on: <ul style="list-style-type: none"> ○ 01522 782111 ○ Out of hours 01522 782333 <p>OR</p> <ul style="list-style-type: none"> • Lincolnshire Police Central referral unit 01522 782159 • Out of hours 01522 532222
References to other relevant policies	Safeguarding Children, Grievance Policy, Recruitment Policy, Disciplinary Procedure, Equal Opportunities
Policy monitoring and evaluation information	This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by the HT in conjunction with the staff team and governing body unless new legislation or an incident occurs which requires an immediate review of the policy.
Signature	
Review Date	July 2020