LITTLE ACORNS PRE-SCHOOL
POLICIES AND PROCEDURES

REVISED OCTOBER 2016
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EQUAL OPPORTUNITIES POLICY

The aim of the Pre-school is to promote equal opportunities and anti-discriminatory practice for all, irrespective of gender, race, culture, creed, ability or disability. Ensuring that every child is given the opportunity to flourish. We work in line with the Equality Act 2010.

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 Early Years Foundation Stage. Separately, the Counter Terrorism and Security Act also places a duty on early years providers “to have due regard to the need to prevent people from being drawn into terrorism” (the Prevent duty). The duty is to come into effect from July 2015. Statutory guidance on the duty is available at: https://www.gov.uk/government/publications/prevent-duty-guidance. DfE will in due course amend the EYFS to reference providers’ responsibilities in the light of the Prevent duty.

The Pre-school is open to, and welcomes, every family in the community.

The Pre-school compiles and maintains a waiting list based on a fair system allowing for emergency admissions.

The Pre-school offers a flexible payment system for families with differing means.

Resources and activities will be chosen with care in order to give the children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society. Materials are selected to help children develop their own self respect and also to respect others by avoiding stereotypes and derogatory pictures or messages. The aim of the Pre-school is to promote positive images. Discriminatory behaviour and/or remarks are unacceptable and our aim is to be sensitive to the feelings of the victims and to help those responsible to understand and overcome prejudice.

Medical, cultural and dietary needs will be met.

All the children in the setting will be respected as individuals and their potential recognised, valued and nurtured. The planned curriculum, activities and equipment offer children the opportunity to develop in an environment free from prejudice and discrimination.
The Pre-school is aware of and recognises the wide range of special needs of children and their families in the community.

The preschool promotes the Equal Opportunity Policy by providing small/large social, and communication group activities for all the children to feel equally valued.

Our aim is to show respect and awareness of major festivals in our society and to acknowledge the diversity of backgrounds from which they come.

Without indoctrination in any specific faith, children will be made aware of the festivals celebrated and the stories behind them. Staff are fully aware of the Pre-school's Equal Opportunities Policy and are fully committed to its implementation.

**ADMISSIONS POLICY**

We always welcome enquiries to the pre-school and offer all prospective parents/carers and their children the opportunity to view the setting prior to committing to a place. If there are no places, we will put the child’s details on our waiting list and contact the parent/carer towards the end of the term prior to starting. We request written confirmation from parent/carer of child’s name, date of birth and sessions required.

When a child has been allocated a place at the pre-school their parent/carer will receive a registration/welcome pack for signing. If the child is eligible for FEEE funding then we will request a copy of their birth certificate together with the registration documents, prior to their place being taken. For prospective children who are non-funded or who will take up paid sessions over their 15 free hours, we will request a voluntary deposit of £30 for their place to be held open. The deposit will be refunded by the pre-school with the child's first monthly invoice.
At Little Acorns Pre School we aim to provide appropriate opportunities for all children to develop:

Respect: for other people (their feeling, beliefs and values) and for the nursery environment. To encourage all children to have respect from themselves;
At Little Acorns we want every member of the setting to feel valued and respected, and for each person to be treated fairly. We are a caring community, whose values are built on mutual trust and respect for each individual. Our behaviour policy is therefore designed to support the way in which everybody can live and work together in a supportive way. We believe that all children are entitled to be cared for in environments in which they feel safe, therefore we aim to promote an environment where everyone feels happy, valued and secure.

Aims and Values:

Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage (EYFS). The EYFS states that "children must be provided with support which will help them to develop a positive sense of themselves and of others; respect for others; social skills and a positive disposition to learn."

We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we take into account children's previous experiences and developmental stages. We recognise that there may be different expectations for children's behaviour at home. We therefore work closely with parents/carers to explain the ways in which we promote positive behaviour and ways we can work together to promote the same message to children. We are responsible for managing children's behaviour in an appropriate way.

Understanding and compassion: to help children to understand other people's views and experiences and to be caring and tolerant towards others;

Responsibility: to enable children to have an increasing ability to make choices and take responsibility for their own actions. In particular we help children to develop an understanding of the consequences of their behaviour;

Fairness and equality: to give children an understanding of how to be fair to all: how to share and give everyone an equal chance (within the context of everyone having different needs). Staff will demonstrate this behaviour in their actions also;

Kindness: to promote acts of kindness to each other and to assist children in ways of being gentle towards each other. To support children's development staff will promote these aims...
and values through example and hope that parents/carers using the nursery will join with us in partnership.

Strategies we use to support our aims and values. We help children look after themselves by:-

• Praising: focusing on the positive things they do • Helping them to recognize their feelings and express themselves in an acceptable way;

• Encouraging them to ask for help from peers as well as adults • Encouraging their attempts and identifying with a view to planning for their own interests;

• Building their independence through self-help skills • Encouraging them to see the good in others • Encouraging them to learn from each other.

We help children to care about others by:

• Using conflict resolution and keeping calm • Modelling appropriate behaviour • Working on and reinforcing the understanding of feelings, e.g. in circle time;

• Naming and making feelings clear including the consequences of their actions: • Being aware of the power of language, i.e. not being confrontational or negative • Boosting self-esteem • Giving time to listen and help acknowledging their responses sensitively;

We help children to be polite by • Saying "Good morning" and where appropriate "Please" and "Thank you" (we model behaviours we want them to copy •

Encouraging children to wait their turn • Talking one at a time: listening to each other without interrupting when someone is already speaking • Giving children clear messages & setting examples

We ask children to look after equipment by teaching them about health and safety • Encouraging them help mend broken toys and equipment • Playing games, e.g. in circle time and considering, "How do we look after this?" • Reminding them to tell us about breakages• Looking after the equipment ourselves and therefore modelling it

We help children to care about the environment by:

• Making it as attractive as possible • Cleaning tables • Tidying up together • Displaying children's work • Picking up rubbish • Explaining proper care and use of areas (painting area, home corner, etc) • Notice, acknowledge and praise 'careful handling' and model it • Sharing responsibility as a team.
Examples of Behaviour and Strategies

Children display a range of behaviours at this age, most of which is to be expected for their age and in particular when they are new to Pre-School. Staff expect to deal with behaviour, such as inappropriate shouting out, having a ‘tantrum’, snatching and walking away at tidy-up time etc.

Intervention will be ‘low key’ and may include one of the following:

• Using a positive statement, e.g. "If you want to throw something, we can do that outside with a ball" • Explaining concerns e.g. "If you lean back on your chair you may fall over and hurt yourself" • Giving choices • Having a group discussion or circle time about ‘acceptable’/’unacceptable’ using puppets to model conflict.

Staff will deal with more serious misbehaviour by labelling the behaviour not the child, e.g. saying "I feel sad when..... " • Using non-confrontational language, e.g." When sand is thrown....." instead of "When YOU throw sand..." • Informing the parent/carers of ongoing behaviour patterns, so we can work together to support their child.

Staff behaviour / physical restraint policy

We do not give corporal punishment to a child. We must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child. Any early years provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention (where practitioners use reasonable force to prevent children from injuring themselves or others or from damaging property) was taken for purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable. We must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child’s well-being.

Preschool Sanctions:

Minor breaches of discipline are dealt with immediately by the member of staff present at the time in a caring, supportive and fair manner. Each case is treated individually and all cases are reported to the the child’s keyworker. Generally children are made aware that they are responsible for their own actions and that breaking the rules will lead to a reprimand.

Normal sanctions include:

Reminder of expected behaviour and Little Acorns Preschool Rules.
Re-directing the offending child to another activity or area of the hall.

‘Time out’

Rewards:- Positive behaviour such as kindness and sharing will be rewarded immediately with verbal praise, stickers and stamps by preschool staff. Positive behaviour is taught through circle time, which covers all aspects of the Personal, Social and Emotional Development area of the EYFS curriculum. Children who remember the preschool rules are rewarded with “Star of the Week” certificates / leaf on our kindness tree.
SAFEGUARDING / CHILD PROTECTION POLICY
(A link to this policy is on pre-school website)

Safeguarding and Improvement unit contacts:

*Designated Officer (previously LADO)*
Tel: 0116 305 7597 or 0116 305 4532

*First Response Children’s Duty* (Out of hours and priority 1 referrals for any concerns and early intervention - if you are worried that a child is in immediate danger or at risk of immediate harm, please call 0116 305 0005 or the Police on 101 or 999.)
If you are a professional who requires safeguarding advice, please call 0116 305 5500 (Monday to Friday 9am – 4.30pm).
Advice line: 07966 111058 / 0116 305 5750
Email: childrensduty@leics.gov.uk
Address First Response Children’s Duty
Eastern Annex
County Hall
Championship Way
Glenfield LE3 8ST

**Ofsted:** 0300 1231231
Family Information Service: 0116 3056545 email family@leics.gov.uk
Contact to learn outcome of referrals: 0116 305 0005

**Guidance literature:**

- ‘Working together to safeguard children - 2015’
- Local Safeguarding Children’s Board (LRCB) ‘Guidance for safer working practices for adults who work with children and young people’
- [www.lrsb.org](http://www.lrsb.org)
- Keeping Children Safe is everybody’s responsibility (Feb 2015)
- What to do if you’re worried a child is being abused (March 2015)
- Keeping Children Safe in Education (July 2015)
- Channel leaflet (2015)
- Information Sharing (March 2015)
Policy statement

Little Acorns pre-school is committed to creating a safe environment for both children and adults. We will work with children, parents and the community to ensure the rights and safety of children and to give them the very best outcomes.

The pre-school is committed to building a “culture of safety” in which children are protected from abuse and harm.

This policy is consistent with the Local Children's Safeguarding Board (LCSB) Procedures, which contain procedures and guidance for safeguarding children.

There are five main elements to our Safeguarding and Child Protection Policy:

Recruitment: by following a secure recruitment procedure and to ensure that all adults coming into contact with children are suitable. Staff are given regular supervisions and personal development to ensure we have skilled, confident and competent members of the team.

Prevention: culture of reflection, self-evaluation and continuous improvement, accountability, vigilance and responsibility;

Protection: by developing strong partnerships, following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns;

Support to children and families

Working in partnership with parents to ensure appropriate communications and actions are undertaken.

Staff and volunteers

Our designated persons who co-ordinate child protection issues are: Mrs. Jane James and Mrs Karen Ryan. The responsibilities of the designated persons include:

• Provision of information to the Local Authority on how the pre-school discharges its duties regarding safeguarding and child protection
• Liaison with the Local Authority on any deficiencies brought to attention of the pre-school and how these should be rectified without delay.

• Referral of cases of suspected abuse to Specialist Services First Response Children’s Duty

• Act as a source of support, advice and expertise within the pre-school. To be available during all sessions.

• Ensure each member of staff/volunteer has access to and understands the pre-school’s child protection policy, especially new staff who may work with different educational establishments

• Ensure all staff and volunteers have induction training covering child protection and are able to recognise and report any concerns immediately they arise; and ask that all volunteers read and sign our specific procedure for them

• Keep detailed, accurate and secure written records of concerns and referrals

• DSLs to regularly access safeguarding information updates and attend refresher training course every two years. Produce termly ‘knowledge checkers’ for all staff.

• Maintain and monitor child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with section on “Recording” below.

**Suitable People / Recruitment**

- We have effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children are suitable
  - Staff are requested to fill in a suitability declaration form annually and a safeguarding questionnaire on induction
  - The managers also check/assess the ongoing suitability of staff at regular staff supervision sessions and staff meetings
  - Candidates are requested to hold a Disclosure and Barring Service Checks certificate prior to commencing employment. We will then record the issue number and date and check the DBS update service every 6 months if candidate has joined. In the event that a member of staff or volunteer is awaiting, or without, a DBS check they will remain supervised at all times and not left alone with children.
Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

The pre-school has procedures for recording the details of visitors to the setting and no unauthorised person has unsupervised access to the children.

**Use of mobile phones, cameras and other video equipment**

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored away securely during working hours, on school premises or when on outings. (This includes visitors, volunteers and students)
- Personal mobile phones must not be used in any area in pre-school or within toilet or changing areas
- Only pre-school equipment should be used to record classroom activities. Photos/videos are taken only on the pre-school camera. Photos/videos are used for learning journeys with parent/carer permission and are not sent to or kept on personal devices. They may also be shared with other professionals.
- During pre-school outings nominated staff will have access to a mobile which can be used for emergency or contact purposes
- All telephone contact with parents or carers must be made on the pre-school phone and a record kept
- Parents or carers are permitted to take photographs of their own children during a pre-school event. Photos that include other children or information regarding the pre-school are prohibited to be used on social networking sites such as Facebook or Twitter.

**Social Media**

All information regarding the pre-school, children and staff should be treated confidentially. Under no circumstances should any information regarding the pre-school, staff or children be shared online.

**Types of abuse / procedure for concerns**

- The pre-school recognises that abuse of children can take various forms: - physical, emotional, sexual, neglect. Also included are Child sexual exploitation, female genital mutilation and peer on peer abuse.
- If a child is suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this can be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.
Peer on Peer Abuse:-

We recognise that children are capable of abusing their peers. Peer on peer abuse relates to situations such as sexual exploitation, gang violence, financial abuse, coercive control and exploitative relationships. We want all children to feel safe here and as part of our commitment to keep them safe, we regularly observe children’s interactions and aim to be approachable so they will speak to us if they are concerned about any aspects of their relationships with others. Parents know they can contact us at any mutually convenient time to discuss concerns children might raise at home.

Child Sexual Exploitation:- (CSE)

Sexual exploitation of children involves situations where young people receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing sexual activities. Child sexual exploitation can occur through the use of technology without the child’s immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common. Children do not become entrenched in CSE without first being subjected to targeted grooming or opportunistic abuse. Systemic sexual abuse is the final stage in a process. Little Acorns Preschool recognises that children may be targeted for sexual exploitation, and staff will be vigilant for the indicators and report concerns to their DSL. All staff receive awareness training about CSE. The DSL is conversant with the LSCB procedures and will share information with parents and carers, and the police and social care in appropriate circumstances. We will work with other agencies on plans to protect children who are deemed to be at risk of exploitation. Little Acorns believes that children need to understand how perpetrators groom children for exploitation. We will use appropriate resources in a sensitive and responsible way to educate young people about grooming behaviours, the risk of being drawn into exploitation, possible consequences, and ways of protecting themselves from the risk of sexual exploitation.

Female genital mutilation (FGM) is a collective term for procedures which include the removal of part or all of the external female genitalia for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the
mutilation is carried out and in later life. The procedure is typically performed on girls aged between 4 and 13, but in some cases it is performed on newborn infants or on young women before marriage or pregnancy. FGM is much more common than is generally realised both worldwide and in the U.K. It is deeply embedded into the culture of communities and intervention by statutory agencies may be resented. FGM has been a criminal offence in the U.K. since the Prohibition of Female Circumcision Act 1985 was passed. The Female Genital Mutilation Act 2003 replaced the 1985 Act and makes it an offence for the first time for UK nationals or permanent UK residents to carry out FGM abroad, or to aid, abet, counsel or procure the carrying out of FGM abroad, even in countries where the practice is legal. Referral Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18. The mandatory reporting duty commenced in October 2015. Staff will follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police. Suspicions may arise in a number of ways that a child is being prepared for FGM to take place abroad. • Preparations are being made to take a long holiday - arranging vaccinations or planning an absence from preschool; • The child has changed in behaviour after a prolonged absence from preschool; or • The child has health problems, particularly bladder or menstrual problems

If staff have any concerns about a child they shall write a dated record of the details of the concern and discuss what to do with the DSL. We will keep detailed, accurate, confidential and secure records of concerns and referrals. It is the designated lead’s responsibility to decide at what point these records should be shared with other professionals.

**Informing Parents** – In many cases we will take positive steps to work with parents to help alleviate the concerns and effect an improvement for the child. In most cases the parents’ knowledge and consent to referral are expected, unless there is reason for this not being in the child’s interest. There will be circumstances when informing the parent/carer of a referral might put the child at risk and in individual cases advice from the managers will need to be taken.

The Local Safeguarding Children Board Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on LSCB website www.lrscb.org). The Designated
Lead for Child Protection is expected to be familiar with these, particularly referral processes:

Referrals must be made in any of the following ways (It is important that all parties act swiftly and avoid delays):

- In person or by telephone contact to the relevant First Response Children's Duty office;
- In an emergency outside office hours, by contacting the Emergency Duty Team or the Police;
- All professionals must confirm verbal and telephone referrals in writing within 48 hours of being made.
- The electronic agency referral form can be used by all professionals and members of the public to report concerns electronically to the First Response Children's Duty.

Any person may seek advice and guidance from the advice line or First Response Children's Duty Team Managers, particularly if there is doubt about how to proceed (see contacts at the start of this policy document). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.

Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.

**Exceptional circumstances:** If it is feared that the child might be at immediate risk on leaving pre-school, take advice from First Response Children's Duty managers (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child.

**Urgent referrals:** (for example, if a child discloses to a member of staff any type of abuse by their parent/carer) we should immediately contact by telephone the relevant children's social care on the First Response Children's Duty number, or to the Police on 101.

If a parent approaches us with information about their child's welfare then we will ensure that they are aware of our safeguarding procedures and the need for us to refer any disclosure by the child to us to First Response.

If there are clear signs of physical risk or threat, First Response Children’s Duty should be informed and the Police should be contacted immediately.
Where a child makes a disclosure to a member of staff that gives any cause for concern, observations are made to detect signs or signals of abuse, such as significant changes in behaviour; deterioration in general well-being, unexplained bruising, marks or signs of possible abuse or neglect. The member of staff will:
  · Listen to the child and offer reassurance.
  · Not ask leading questions of the child.

We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children. Notification must be made within 14 days.

**Recording**

A written record of concern that forms an objective record of the observation or disclosure will be made that includes:
  - The date and time of the observation or the disclosure;
  - The exact words spoken by the child as far as possible;
  - The name of the member of staff to whom the concern was reported, with date and time; and
  - The names of any other person present at the time

Child concern records are stored securely, with access confined to specific staff, e.g. the Designated Person for Child Protection / keyworker

Child concern records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.

- **Accident, incident and pre-existing injuries:**
  Records of incidents during the session are kept in the *Incident book*. Records of accidents and the administration of first aid are noted on an Accident/First Aid form. If a child has fallen over and their knees or any other clothed part of their body requires first aid or a visual check, two members of staff will support. We make a note of any pre-existing injuries, notified to us by the parent/carer or noted by staff, in the blue file. If the parent/carer notifies us of a pre-existing injury then we will ask them to sign the statement. These records are confidential and only the relevant staff and the parent/carer are given access.
Staff behaviour

Children should be encouraged to express their needs with adults whom they are comfortable to approach. However, staff must ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They shall treat all children with respect and try, as far as possible, not to be alone with a child. It is good practice to ensure that others are within earshot.

Management/staff are prohibited from giving a lift in a car to a child.

Confidentiality: Staff members should never give absolute guarantees of confidentiality to a child or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing a child or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

The aim of this policy is to make staff aware of the safety measures they can take to avoid the possibility of allegations of abuse. Inevitably, situations will arise that the policy does not cover, and staff should seek advice from members of Management.

All staff are required to conform to the standards that have been adopted by the pre-school. As a result of their knowledge, position and/or the authority invested in their role, all adults working with children in early years settings are in a position of trust in relation to the young people in their care. A relationship between a member of staff and child be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential. Situations where caution is required: to avoid the possibility of allegations of abuse staff should take a consistent and professional approach to all children. They should look for danger signs: a child demanding more of the Keyworker/Staff’s time a child sending gifts or notes of a personal nature other children making remarks about another child’s feelings to a member of staff Parents contacting, or attempting to contact staff on personal email, mobile phone or at home. Staff should not give their personal mobile phone numbers or email addresses to parents Staff should not communicate with parents by text message or personal email report their concerns to the
Designated Safeguarding Lead immediately · make a dated record of any concerns.

**Allegations against staff / volunteers**

- The pre-school will ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, which may include an allegation of abuse.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff, or volunteer within the setting, has abused a child. The designated persons are the main point of contact.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, may have taken place, or is taking place, by first recording the details of any such alleged incident.
- The pre-school will refer any such complaint immediately to the Designated Officer. We also report any alleged incident to Ofsted and what measures we have taken. We are aware that it is an offence not to do this.
- If the concern involves the conduct of a member of staff or volunteer, a visitor, a trainee or another young person or child, the designated persons must be informed.
  - If the allegation is about either of the managers, the information should be passed on to the Designated Officer and Ofsted.
  - The pre-school will co-operate entirely with any investigation carried out by children’s social care in conjunction with the police.
  - Where a member of staff is disqualified or dismissed from the setting as a result of misconduct, we will notify the appropriate authorities within 14 days.

**Training**

- Pre-school staff attend appropriate training courses to ensure that they are able to recognise the signs and symptoms of possible abuse:- physical, emotional, sexual and neglect, FGM (female genital mutilation), child sexual exploitation (CSE), peer on peer abuse. Formal training is updated every 3 years. Each member of staff has a competency evidence log that is reviewed and updated every 6 months. We also ensure ongoing ‘in house’ training to maintain the safeguarding culture of vigilance and personal responsibility.
- The Managers of the pre-school ensure that all staff know the procedures for reporting and recording their concerns in the setting.
Safeguarding in the Curriculum

The following areas are among those addressed in Personal, Social and Emotional Development; Understanding the world, which include:

- Talking to strangers
- Fire and water safety
- Road safety

· Every child has a right to feel safe and secure
· We ensure that this is carried out in a way that is developmentally appropriate for the children.
· All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.

Support to families

· The Pre-School will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
· Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child only if appropriate under the guidance of the Local Safeguarding Children Board
· We ensure working in partnership with external agencies where a child is receiving support or services from children’s social care services
HEALTH AND SAFETY POLICY

Day to day Health and Safety responsibility is held by Jane James and Karen Ryan, assisted by daily employed staff. All staff work in line with Public Health England guidelines. Further information / advice is available on the following website:  [www.gov.uk](http://www.gov.uk)

The safety of all children in our care and staff is paramount. Risk assessments are carried out in accordance with the Risk Assessment Policy. In order to ensure the safety of both children and adults, the Pre-school will:

- Ensure that all children are supervised by adults and that children are always within sight of an adult.

- Ensure that the main entrance is locked during session time and the managers will allocate responsibility to individual members of staff to observe and supervise the main entrance to the building at the beginning and end of each session.

- Ensure that visitors to the Pre-school sign their name in the Visitors book and that they not be left unsupervised with the children in the setting at any time.

Equipment is checked regularly and any dangerous or broken items are repaired or discarded. All furniture, toys and equipment are kept clean, well maintained and in a good state of repair.

Levels of staff supervision will be sufficient to ensure that the safety of each child is assured. Activities involving the use of large physical play equipment receive close and constant supervision. All equipment and resources are selected with care, and resources will reflect positive images with regards to culture, ethnicity, gender and disability.

Children are not permitted unsupervised access to the kitchen. Members of staff are not permitted to walk around with hot drinks. Only small stud earrings are permitted and hoop or large earrings should not be worn. The wearing of jewellery is not recommended due to the safety implication.

Dummies and milk bottles with teats are not to be used within the session time. Strategies used include use of distractions or other comforters and toys.

A register of adults and children is completed early in session time to ensure a complete record of all present during the session is available in any emergency.
Smoking is not permitted on the premises and the possession of cigarettes, alcohol or illegal drugs on the premises is strictly prohibited. Any member of staff or volunteers who arrive at Little Acorns Pre-school under the influence of illegal drugs or alcohol will be disciplined and asked to leave the premises immediately. There are no hazardous substances kept within the main hall. Any cleaning liquids/chemicals are stored in a locked cupboard.

Adults and parents are aware of the system in operation for the children’s departure at the end of the session. We must be informed if anyone other than a parent, childminder or carer is to collect any child at the end of the session. An authorisation for collection form must be duly completed and signed by the parent. Parents can give their authorisation by making a telephone call to the staff in an emergency, and at the first opportunity, a written authorisation form must be signed.

Arrangements for first-aid provision:- All staff shall have a current paediatric first aid certificate. First aiders are qualified practitioners who have received training and passed an examination in accordance with H&S Executive requirements. The first aid training received by employees must also be approved by the Local Authority and consistent with the guidelines set out in the Codes of Practice for the Early Years Foundation Stage. The first aiders renew their qualifications every 3 years as recommended to ensure that their skills are maintained.

An incident book is kept inside the main hall and the first aid box is kept with it (first aid box is replenished as required). We record and sign in duplicate details of accidents or injuries and where first aid is administered, on Accident/Incident slips. Any head related injuries must be recorded and an incident slip given to the parent. The staff member who has administered first aid should also record and sign any accident or injury in the Staff Communication Book. They must also inform the designated person on the door who will then notify the parents/carer collecting the child by handing over the Accident/Incident slip. It is expected that all staff read the Staff Communication Book daily and sign it.

An evaluation sheet is kept in Health and Safety File to record accidents/incidents to minimise any injuries reoccurring.

Any accident, incident and pre-existing injuries that may occur at home or before children arrive to preschool, notified to us by the parent/carer or noted by staff, will be recorded in the blue file. If the parent/carer notifies us of a pre-existing injury then we will ask them to date and sign the statement. These records are confidential and only the relevant staff and the parent/carer are given access.
Snack food - we ensure that grapes are pre-cut for the children to avoid choking hazards. We encourage children to independently cut their fruit and vegetables.

Packed lunch - we provide parents/carers with a healthy food guide and discourage fizzy drinks and sweets.

We will notify Ofsted and the local child protection agency of any serious accident, illness or injury to, or death of, any child while in our care, and of the action taken. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring.
# Evaluation of Accident Records

<table>
<thead>
<tr>
<th>On Climbing frame or large equipment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Slipping, Tripping on toys, Running</td>
<td></td>
</tr>
<tr>
<td>Other equipment</td>
<td></td>
</tr>
<tr>
<td>Children hurting other children</td>
<td></td>
</tr>
<tr>
<td>Injury to Adults</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL NUMBER OF ACCIDENTS Indoors**

**TOTAL NUMBER OF ACCIDENTS Outdoors**

---

**Evaluation and Recommendations for Risk Assessment:**
Food Hygiene Policy

Our Food Safety Management System is as follows:-

Snack food offered consists of, but is not limited to, dried fruit, fresh fruit, fresh vegetables, biscuits, bread sticks, bread, cheese. Nuts are not provided as a single item snack food. All food is bought from local supermarkets such as Co-op, Sainsbury’s, Asda, Tesco. The dry food is stored in a specific food storage box and dairy products are stored in a fridge where temperature is monitored daily. We display an allergens poster for parents/carers and keep an updated allergies/dietary information list in our food box. We check food products daily for use by dates.
ILLNESS POLICY/PROCEDURE

Staff at Little Acorns work in line with Public Health England (formerly Health Protection Agency) guidelines. Further information / advice is available on the following website: www.gov.uk

If a child comes to an adult complaining that they are feeling unwell we will first assess the need for first aid, then ensure that the child is made comfortable and, if necessary, make sure they have a quiet place to rest. We will ask clear questions of the child to ascertain whether or not there is any immediate concern for their health, looking for signs and symptoms.

We will confer with one of the managers and, if the child is displaying significant symptoms, e.g. temperature, rash, vomiting, diarrhoea, then we will immediately contact the parent/carer to advise them of the situation. It is their decision to come to collect the child. If no significant signs and symptoms, we will monitor the child throughout the session and a manager will decide whether or not the parent/carer is contacted. When the parent/carer comes to collect the child we will let them know how their child has been looked after during the session.

Our policy is to keep children at home for 48 hours after the last bout of sickness/diarrhoea. This is in accordance with Public Health England guidelines.

If we are notified by the parent/carer that their child is receiving treatment or undergoing tests for a specific allergy or disease, then we will keep this information in their personal records and make any necessary dietary changes to our records.
ADMINISTRATION OF MEDICATION POLICY

The safety of all children in our care is paramount. In order to ensure the administration of medication for a child, the pre-school will:

· administer medication to a child only unless authorisation is given by the parent/legal guardian of the child.
· A written authorisation form must be completed and duly signed
· Medication will not be administered unless this procedure is adhered to
· All medicines are stored in an airtight box and staff will keep written record each session when medication is administered. Parent/carer to sign record after each session.

Dear Parents,

We require written authorisation in order to administer medication.

Please complete and sign the permission slip below.

NAME OF CHILD: ..............................................................

DATE AND TIME: ..............................................................

NAME, STRENGTH AND DOSAGE OF MEDICATION

..........................................................................................

..........................................................................................

SIGNATURE OF THE MEMBER OF STAFF ADMINISTERING THE MEDICATION

.......................................................................................... DATE/TIME..............................................

PARENT'S NAME ..............................................................

SIGNATURE ........................................................................
FIRE POLICY

Fire drills will be carried out on a regular basis every half term (approx. 6 weeks)

The Fire Drill Register will be signed and witnessed by two staff members as a record of the fire drill having been carried out.

Staff members will be designated a specific duty on a daily basis in order to accommodate absence.

On discovering a fire

If a member of staff finds a fire;

- They must if possible isolate the fire e.g. if the fire is in the kitchen the door must be closed to avoid the spread of the fire.
- Staff must not attempt to put out the fire
- The fire whistle must be blown immediately. This is located in First Aid Box
- Begin the evacuation procedure

Evacuation procedure

On hearing the fire whistle staff must begin evacuating the building

- A designated member of staff will ring 999 and ask for the fire brigade

  Give full name and address which is:

  St Dionysius Community Hall
  Coventry Road
  Market Harborough
  LE16 9BX

If further details are required please inform the Fire Service that the premises are adjacent to the Medical Centre, Coventry Road, Market Harborough.

- Two designated members of staff will lead the children out of the building via Route 1 or Route 2 depending upon where the fire is situated

- One designated member of staff will check the Main Hall, kitchen and toilets to ensure that the building is totally evacuated and latch on rear emergency exit door is off.
The named staff member responsible for alerting the fire service will take the register with them to the assembly point.

Outside

- Assemble the children at designated assembly points.
- Register and head count to be taken for both staff and children
- Do not re-enter the building unless informed by the fire officer that it is safe to do so

Note

In the unfortunate event that we are not able to re-enter the building staff will endeavour to contact the parent or persons authorised for collection to pick up their child.

Please sign below to indicate that you fully understand and will comply with the terms set down in the Fire Policy.

Staff signatures

____________________________
____________________________
____________________________
____________________________
____________________________
____________________________
____________________________
____________________________
COMPLAINTS POLICY

The Pre-school believes that children and parents are entitled to expect courtesy and careful attention to their needs.

If a parent is concerned about any aspect of the Pre-school’s provision, or about the conduct of an individual member of staff, it will often be possible to resolve the problem by discussing any concerns or anxieties informally with the manager.

If the outcome is not satisfactory, the parent should put their concerns or complaint in writing and request a meeting with the manager. Relevant information to the complaint, such as dates, names or evidence, should be included. A written record of the meeting and the grievance or concern will be made. Little Acorns Pre-school is committed to open and regular dialogue with parents and we welcome comments on all aspects of the provision, regardless of them being positive or negative.

Most complaints should be able to be resolved informally and amicably and to the satisfaction of the parent concerned.

In some circumstances, it could be necessary to involve Social Services, who have a duty to ensure that the Pre-school are not in breach of their registration requirements.

We believe that most complaints are made constructively and can be resolved at an early stage. All complaints will be taken seriously, dealt with fairly and sensitively, and in a way which respects confidentiality.

If the situation cannot be resolved, OFSTED can be approached in order to register the complaint.

Details can be found in the Complaints Procedure which is displayed on the notice board.
VISITS AND OUTINGS POLICY

Little Acorns Pre-school believe that visits and outings play an important and enriching role in the programme of activities that we provide for children. However, during such events, the safety of children remains paramount.

Prior to a visit or outing, a member of staff will carry out an exploratory visit to the proposed destination in order to pre-empt any risks.

Once an exploratory visit has taken place, detailed early planning may begin:-

Staff will ensure that a thorough risk assessment has been carried out prior to the proposed visit of an outing. This should include consideration of the journey. If a prior visit is not possible, the manager will write to the venue requesting all relevant information and a risk assessment statement where available.

Risk Assessment

Risk assessments must be carried out for all visits, however brief, foreseeing potential hazards and evaluating the degree of risk created. (This is a legal requirement)

What is Risk Assessment?
  · A careful examination of what, in the course of the visit, could cause harm to people – significant hazards.
  · The aim is to make sure no one gets hurt or becomes ill.

Hazards and Risks
  · Hazard – something with the potential to cause harm (you are looking for the “significant” hazards).
  · Risk – the probability of harm occurring (e.g. the level of risk)

Five Steps to Risk Assessment
  1. Identify the significant hazard
  2. Decide who may be harmed and how
  3. Evaluate the extent of the risk and decide whether control measures are adequate or more should be done
  4. Record significant findings
  5. Monitor and review
Three Levels of Risk Assessment

1. Generic to the activity
   - Likely to apply to an activity wherever and whenever it takes place e.g. travel, fire

2. Visit/event/site specific
   - Normally prepared by visit leader and amended as needed for different groups
   - Examples include: activity hazards, weather, behaviour of pupils, supervision, medical needs
   - Will differ from place to place and group to group
   - Should always include a ‘Plan B’ activity

Staff will explain to children the aims and objectives of the event, along with what is expected of them in terms of their behaviour.

No less than two weeks before a proposed visit or outing, the Pre-school will send a letter to parents giving them detailed information about the proposed event. This will include a full programme of activities, any costs involved, and an outline of any journey involved and approximate arrival and departure times.

Parental consent is needed for all visits and outings.

Parents have the right to withhold consent for a proposed visit or outing. Any child who does not have a signed consent form will not be allowed to participate.

On visits or outings, the staff to child ratio will be 1:3. which can include parents/carers providing they remain supervised by staff.

Children will remain under close supervision at all times.

The manager will ensure that a full first aid kit is always on hand.

A mobile phone will be available at all times.
The register will be taken prior to the excursion and a formal head count prior to the return to Pre-school.

Regular volunteers at the Pre-school are required to have a valid and up-to-date DBS check and are requested to fill in a suitability questionnaire.
CHILD COLLECTION POLICY

If a child is to be collected by anyone other than a parent/guardian an Authorisation for Collection form must be duly completed and signed by the parent. The minimum age for any person to be named to collect a child is 14 years.

Little Acorns Pre-school will not accept responsibility for any child whereby this procedure is not adhered to.

In the event of an emergency there is a contact telephone number during each session. Telephone numbers are as listed below. Verbal instructions from a parent if they are unable to collect their child will be accepted by this method only in order to deliver their child to a place of safe-keeping, or to be collected by a named person on their behalf.

LATE COLLECTION POLICY

Normal session time ends at 12 noon daily and on Tuesdays 3.00pm; Thursdays 3.00pm. Staff will remain on the premises with any child that has not been collected for 15 minutes after the session end time. We are then required under the terms and conditions of our insurance to vacate the premises.

Every effort will be made to contact the parent or any other contact telephone number as listed on the child’s registration form.
In the unfortunate event of not being able to contact anyone, Social Care must then be informed. The child in question will then be collected by a member of their staff or instructions given to the staff of Little Acorns to accompany the child to their offices.
Little Acorns Pre-school staff are not permitted to transport a child home.

Contact Telephone Number: 07866057446
MISSING CHILDREN POLICY

Little Acorns Pre-school regard the safety of all children in our care as paramount and staff must be vigilant and also aware of the potential for children to go missing during session time and also on supervised outings.

Strict procedures and a daily risk assessment are in place in order to minimise such risks, however, even when all precautions are correctly observed, emergencies still can arise.

At the commencement of each session, one member of staff will be posted near to the door in the main hall in order to observe that children do not leave the premises. Two members of staff are at the far end of the hall as the children come to self register. When all parents/carers have left the premises, the outdoor fence will be secured. The door will be securely bolted. Register and headcount will be taken. In the unlikely event that a child cannot be located in the setting, the following procedure will be adhered to:

- The managers will be informed and will go on to inform all members of staff that a child is missing, and an immediate and thorough search of the premises will commence. The search will be conducted in a controlled manner, in order to ensure that there is no atmosphere of panic and that the remaining children remain safe.

- If the child is still missing after a thorough search has taken place, the manager of the Pre-school will inform the police and the child’s parent/carer.

- Searches of the premises will continue until the police arrive. Staff will continue to carry on with the normal routine of the session as long as this is possible.

The manager will be responsible for liaising with the police and the child’s parent/carer. Once the incident is resolved, the manager and staff will review policies and procedures and amend and implement any necessary changes.

Any such incident of a child going missing from the premises or on a supervised outing will be recorded and where the police or social care have been involved, OFSTED will be informed.

On supervised outings, the staff to child ratio of 1:3 is observed. A register and headcount of all children is taken prior to the outing and also prior to return to the Pre-school premises. A final headcount is then taken when all children arrive back at Pre-school. In the unlikely event of a child not being accounted for on an outing, a search will begin and the above procedures will be adhered to.
SPECIAL NEEDS POLICY

Refer to Revised Little Acorns SEND Policy, April 2015 in SEND folder

The Special Educational Needs (SEN) Policy for Little Acorns Preschool is guided by:

· The revised Code of Practice 2014
· The Disability Discrimination Act of 2005
· Disability and Equality Act 2010
· Achievement for All – September 2009
· The Lamb Inquiry – December 2009
· Children, Schools and Families Act September 2010

The Code of Practice is the legal guidance on how to identify, assess and meet the needs of all children.

At Little Acorns Pre-school, we have established aims and objectives for all our children. Children with a Special Educational Need (SEN) are integrated into the Pre-school with these aims and objectives in mind.

At Little Acorns, we feel that all children, regardless of culture, age, gender or disability, should be treated the same. We also believe that all children should have equal opportunities to develop to their full potential. We aim to achieve this by introducing all children into a caring and supportive environment within which to learn. We value each child as an individual, and where necessary, we will take the appropriate steps to ensure that each child finds the transition from home to pre-school as easy as possible.

Our trained Special Educational Needs Co-Ordinator (SENCO) is Nicola Burrell. The Area Senco for Little Acorns is Julie Murphy, Telephone 07508 002992.

The role of the SENCO is to:

· Ensure the code of practice is implemented and that the needs of children are identified and met.
· Liaise with parents, schools and outside agencies for children with special education needs.
· Advice and support other practitioners in the setting.
· Ensure appropriate Targeted Plan is in place.

· Ensure continuity for each child.

· Ensure that appropriate background information is collated, recorded and continually updated.

An individual admission arrangement for children with a SEN is made in consultation with parents and is always dealt with in the strictest confidence. We strongly believe that staff should work in partnership with parents and carers, and take into account what parents or carers feel is best for the child, including involving other agencies if necessary.

Children and parents are encouraged to visit the setting prior to starting at pre-school and integration can be done in stages if appropriate. Children may visit for short periods to help integration and, if necessary, home visits prior to starting can be arranged.

At Little Acorns, we follow the development of all children in the setting very closely. Initially, this is achieved by careful observation of each child and continued monitoring of the developmental stages.

If it is felt that a child has a SEN, we follow the guidelines as set down in the “SEN Code of Practice”. This policy provides guidance for interpreting when intervention in the child's progress is appropriate. These interventions are included into the curriculum using various strategies, and if necessary, an individual educational programme will be set up. This code of practice is available on request. Please refer to revised SEND Policy and Procedures reviewed April 2015.

The monitoring of children in the setting is ongoing, and as progress is evaluated and assessed, ongoing targeted plans can be devised as and when necessary.

Little Acorns ensure the Code of Practice is implemented and that the needs of children are met with the graduated approach towards identifying and supporting young children with SEND.

A graduated system will be used through EYFS observations, Early Assessment Review (EAR), 2 Year old Development Assessment, 2 year integrated Health Check.

Liaise with parents, schools and outside agencies for children with special education needs.

Advise and support other practitioners in the setting.

Devising and implementing a Targeted Plan - assess, plan, do and review.
Ensure continuity for each child.

Next steps:
If it is appropriate to make a request for a SEND support plan, a one-page profile will be compiled centred around the child, with all relevant records, names of professionals etc. SEND Plan Meeting will be arranged in support of transition into school, top-up funding for preschool, school prior to entry.

Further steps:
If further steps are necessary a request for Statutory Assessment which could lead to an Education, Health and Care Plan.

If it is felt that a child has a SEN, we follow the guidelines as set down in the SEN Code of Practice adopting the ‘Graduated Approach’. This policy provides guidance for interpreting when intervention in the child’s progress is appropriate.

There may be occasions when we need to adapt our equipment and environment to accommodate a child with a SEN. In these cases, we may require more specialist equipment, which we can access through our membership of the Red Cross Toy Library.

Training

- At Little Acorns, we have an ongoing training policy where training needs are continually assessed and monitored. The SENCO is trained in accordance with the L.E.A training policy and also undertakes further training in all areas related to special needs. All Pre-school staff attend training sessions covering all areas, including external courses and in-house training.

Working in partnership with parents

- At Little Acorns we are committed to working in partnership with parents and carers. We value their input and are aware that parents will have opinions on what is best for their child.
- We undertake to inform parents at every stage of their child’s development, offering advice and support where necessary.
- If as a parent you feel that you require more information regarding any issues relating to your child, then the Parent Partnership Service is an ideal support service offering independent help and advice. This service can be contacted at the following address:

The Parent Partnership Service
Abington House
85 Station Road
Wigston
Links with outside agencies

- There may be occasions when we need to take advice from other agencies. This can be for a variety of reasons and will not be done without consent from parents.
- We have close contact with the schools in the area that children will join, and we liaise with peripatetic teachers, speech therapists and other agencies as and when necessary.
- The special educational needs policy will be reviewed on an annual basis and amendments made as necessary.

Complaints procedure/resolving complaints

- Whilst we endeavour to always give the highest level of care, there may be occasions when parents and carers feel that they have a grievance which requires resolving.
- Most complaints occur due to a misunderstanding which can usually be resolved by discussing the issues and agreeing on the best solutions.
- At Little Acorns, we pride ourselves on establishing very good relationships with parents and we encourage open dialogue between staff and parents.
- All complaints will be dealt with in the strictest confidence and will be handled by the Pre-school Managers. All complaints passed on to staff will be directed straight to the Managers.
- Every effort will be made to discuss complaints with parents, usually involving Managers and the SENCO, if necessary or appropriate.
- The Pre-school has a current complaints procedure which can be referred to, to try and resolve any complaint.
- In the unfortunate instance where the complaint cannot be resolved via the above procedure, parents can contact the Parent and Partnership Officer. This service offers independent advice and can also act as a mediator between parents and the Pre-school. The telephone number and address for this service can be found within this policy or a member of staff can be asked for details.

When devising this policy, consideration was given to the 2001 Special Educational Needs Code of Practice.
INTIMATE CARE PROCEDURE

We support and encourage all children to ask an adult to take them when they need to use the toilets. The adult will stand in view down the open corridor outside the toilets while the child/children use the toilet. The adult shall ensure that the main toilet doors are kept open with a wedge and the individual cubicles have foam stoppers. We will encourage the children to push their door to a closed position, ensuring the foam stoppers are in place. The adult will support and encourage the children to remember to flush the toilet and wash their hands and give them a paper towel to dry their hands. Whilst we encourage the children to be independent in their personal hygiene, a child may ask for help to sit on the toilet seat or to remove clothing in order to go to the toilet. The adult will offer verbal encouragement and assist the child where necessary. If a child requires a change of underwear we will support them to change independently in the toilet area and put the soiled underwear in a plastic bag to take home.

Nappy Changing

We will monitor throughout the session any child wearing a nappy. Nappies will be checked and changed around 10.30, when a child comes to an adult to communicate that their nappy is soiled/wet, or any member of staff notices a soiled/wet nappy. Any free member of staff can assist in nappy changing providing that they are cleared to work unsupervised with children (see Safeguarding Policy).

The child’s own bag should contain spare nappies/wipes/bags, but if not, or if the child requires immediate attention, there is an emergency nappy changing bag available during the session in the disabled toilet. We use the changing mat, apron, gloves and place the child on the mat in the disabled toilet, ensuring that the door is kept ajar throughout the changing. Once finished, we will put the soiled nappy in a swing bin inside the toilet until the end of the session. At the end of the session, all bins will be emptied into the appropriate wheelie bins outside the premises.

When a nappy has been changed or underwear/clothing changed, we record the name of the child and time changed in the daily log book.
RISK ASSESSMENT POLICY

- The managers will ensure regular risk assessments of the premises, indoors and outside, outings and other activities are conducted to identify any hazards or risks and that actions are taken to minimise the risks
- Staff will be encouraged to attend risk assessment training
- Children are encouraged to carry out their own risk assessment of activities to identify what might happen and what can be done to reduce the hazard/risk
- Risk assessments will be carried out:
  - when there is a change of equipment/resources on the premises
  - to meet the needs of a child
  - if an accident has occurred
  - and reviewed at least every 12 months
- Engagement and consultation with staff on a daily basis
- A daily checklist is maintained together with a visual inspection of the premises (inside and out) and the equipment before the children arrive
- Any accidents or incidents are recorded and monitored to identify further action to be taken
- OFSTED will be informed of any significant accidents or injuries in accordance with RIDDOR (Reporting of injuries, disease and dangerous occurrences regulations 1985)

OUTINGS / VISITS

See Outings and Visits separate Policy
We adhere at all times, as a minimum, to the appropriate child/adult ratios as stipulated in the EYFS framework 2014:

For children aged two:
there must be at least one member of staff for every four children;
at least one member of staff must hold a full and relevant level 3 qualification;
and
at least half of all other staff must hold a full and relevant level 2 qualification.

For children aged three and over:
there must be at least one member of staff for every eight children;
at least one member of staff must hold a full and relevant level 3 qualification;
at least half of all other staff must hold a full and relevant level 2 qualification.

The managers both hold full and relevant level 3 qualifications and at least half of all other staff hold at least a full and relevant level 3 qualification. The managers have over 5 years’ experience of working in an early years setting. The managers will ensure there is a named deputy who, in their judgement, is capable and qualified to take charge in the manager’s absence.

All members of staff have current paediatric first aid training. We take into account the number of children, staff and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

Staffing arrangements meet the needs of all children and ensure their safety. We ensure that children are adequately supervised and have in place a staff deployment rota which enables all children’s needs to be met. We display our staff rota on the main notice board for all parents/carers to view. At all times during the sessions, the children are within sight and hearing of staff. There may be times when Management and Staff may need to evaluate the redeployment rota on an ad-hoc basis, e.g. staff cover, absence, etc.

This policy will be reviewed annually or as and when required.
SUN CARE POLICY

Consideration given to Statutory Framework for the Early Years Foundation Stage September 2014.

Safety:

3.54: “Providers must comply with requirements of health and safety legislation”.

Risk Assessment:

3.64 “Providers must ensure that they take all reasonable steps to ensure staff and children in their care not exposed to risks and must be able to demonstrate how they are managing risks”.

Ensure all parents are aware of our sun safe notice.

Protective measures should include:-

Parents provide their own child’s sun cream.

Parents provide sun hats for children.

If parents need a practitioner to re-apply sun cream during the morning session, Little Acorns request a permission form to be completed.

Provide natural shade or comfy tent, dens outside.

Be aware of the sun's position and time activities to avoid over exposure.

Ensure that children have access to drinking water and encourage them to drink plenty especially in hot weather.

Educating the children/parents of keeping safe in the sun.

Sun Care Strategy Checklist implemented for Little Acorns April 2015, designed to help Parents/Practitioners to start thinking about sun protection issues.
## SUN CARE POLICY CHECKLIST FOR LITTLE ACORNS

<table>
<thead>
<tr>
<th>SUN CARE STRATEGY</th>
<th>IN PLACE</th>
<th>PLANNED SOON</th>
<th>NOT PLANNED</th>
<th>COMMENTS</th>
</tr>
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<tbody>
<tr>
<td>SUNSCREEN</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Sunscreen should be used by covering exposed areas of skin when shade may be unavailable, ensuring application is adequate and applied.</td>
<td></td>
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</tr>
<tr>
<td>Parents are notified the importance of sun care to provide their own child’s sunscreen and sun hats.</td>
<td></td>
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</tr>
<tr>
<td>Request for written authorisation in order for staff to reapply or supervise application of cream (depending on age of child).</td>
<td></td>
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<tr>
<td>EDUCATION:</td>
<td></td>
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<tr>
<td>It is important to raise the awareness of why we need sun protection to encourage children to change the way they behave in the sun.</td>
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<tr>
<td>Sun care is discussed interactively with all children.</td>
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<tr>
<td>Children engage in activities designed to promote sun safe behaviours, for example, using natural shade, making dens etc.</td>
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<tr>
<td>Practitioners understand the importance of sun care</td>
<td></td>
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</tr>
</tbody>
</table>

43
SUNSCREEN AUTHORISATION

Dear Parents,

We require written authorisation in order to apply your child’s sunscreen.

Please complete and sign the permission slip below.

NAME OF CHILD: .................................................................

DATE AND TIME: ............................................................... 

NAME AND FACTOR SUNSCREEN STRENGTH

...........................................................................................

............................................................................................

SIGNATURE OF THE MEMBER OF STAFF ADMINISTERING SUNSCREEN

............................................................................................ DATE/TIME..................................................

PARENT’S NAME .................................................................
WHISTLEBLOWING POLICY/PROCEDURE

Introduction

Whistleblowing is the term used when someone who works in or for an organisation wishes to raise concerns about malpractice, wrongdoing, illegality or risk in the organisation (for example, crimes, civil offences, miscarriages of justice, dangers to health and safety), and/or the cover up of any of these. The malpractice has a public interest aspect to it, usually because it threatens others. It applies to raising a concern within the organisation as well as externally, such as to a regulator.

Policy Statement

Little Acorns has adopted this policy and the accompanying procedure on whistleblowing to enable members of staff to raise concerns internally and in a confidential fashion about fraud, bribery, corruption, malpractice, health and safety, criminal offences, miscarriages of justice, and failure to comply with legal obligations or unethical conduct.

Elements of the Policy

Little Acorns whistleblowing policy:-

- Will not tolerate malpractice;
- Respects the confidentiality of staff raising concerns and will provide procedures to maintain confidentiality so far as is consistent with progressing the issues effectively;
- Will provide the opportunity to raise concerns outside of the normal line management structure where this is appropriate;
- Will invoke the pre-school’s policy and procedures in the case of false, malicious, vexatious or frivolous allegations;
● Will provide a clear and simple procedure for raising concerns, which is accessible to all members of staff.

**Procedure**

This procedure is separate from the Policies and Procedures regarding grievances. Employees should not use the whistleblowing procedure to raise grievances about their personal employment situation.

This procedure is to enable members of staff to express a legitimate concern regarding suspected malpractice within the preschool.

Malpractice is not easily defined; however, it includes allegations of fraud, financial irregularities, corruption, bribery, dishonesty, acting contrary to the staff code of ethics, criminal activities, or failing to comply with a legal obligation, a miscarriage of justice, or creating or ignoring a serious risk to health, safety or the environment.

**Confidentiality**

Employees who wish to raise a concern under this procedure are entitled to have the matter treated confidentially and their name will not be disclosed to the alleged perpetrator of malpractice without their prior approval. It may be appropriate to preserve confidentiality that concerns are raised orally rather than in writing, although members of staff are encouraged to express their concern in writing wherever possible. If there is evidence of criminal activity then the Police will in all cases be informed.

If you have a concern about safeguarding or child protection wrongdoing in the workplace contact The independent whistleblowing charity Public Concern at Work on **020 7404 6609**, or by email at **whistle@pcaw.org.uk**. For further information see their website at **www.pcau.co.uk**. If you decide to seek advice from a legal adviser, then anything you say to them is automatically protected.
The Investigation

A member of staff will be at liberty to express their concern to the Managers.

Any concern raised will be investigated thoroughly and in a timely manner, and appropriate corrective action will be pursued. The member of staff making the allegation will be kept informed of progress and, whenever possible and subject to third party rights, will be informed of the Resolution.

A member of staff who is not satisfied that their concern is being properly dealt with will have a right to raise it in confidence with the Manager.

External Procedures

Where all internal procedures have been exhausted, a member of staff shall have a right of access and should be noted under the Public Interest Disclosure Act 1998, there are circumstances where a member of staff may be entitled to raise a concern directly with an external body where the employee reasonably believes:-

- That exceptionally serious circumstances justify it;
- That the preschool would conceal or destroy the relevant evidence;
- Where they believe they would be victimised by the preschool;
- Where the Secretary of State has ordered it.

Ofsted’s dedicated Whistleblowing Hotline (0300 1233155) was launched in April 2009. It is staffed from 8am to 6pm, Monday to Friday. Whistleblowing disclosures can also be submitted to Ofsted by email to the Ofsted whistleblowing team (whistleblowing@ofsted.gov.uk) or by post to:

WBHL
Ofsted
Piccadilly Gate Store Street
Manchester M1 2WD
Anybody who has a whistleblowing concern about services or practice in any local authority can use Ofsted's Whistleblowing Hotline or email address, including:

- employees and former employees of local authorities
- agency staff currently and formerly working within a local authority
- current and former employees of local authority or independently run
- children’s homes
- volunteers and workers from the voluntary sector in local authority
- educational or care settings
- foster carers or adopters
- employees within secure provision for children and young people
- workers in non local authority services that are regulated and inspected by Ofsted
- Ofsted employees in receipt of whistleblowing disclosures from any of the above.

**Malicious Accusations**

False, malicious, vexatious or frivolous accusations will be dealt with under Little Acorns policies and procedures.

**Protection from Reprisal or Victimisation**

No member of the staff will suffer a detriment or be disciplined for raising a genuine and legitimate concern, providing that they do so in good faith and following the Whistleblower procedures.
STAFF POLICIES AND PROCEDURES

Working Hours

Your normal hours of work are detailed in your letter of employment. It is your responsibility to ensure that you attend punctually for work and follow all timekeeping and absence procedures. Persistent lateness, unacceptable levels of absence and/or unauthorised absence may result in a disciplinary warning or dismissal, depending on the circumstances.

Pay

Your hourly rate and method of payment is detailed in your letter of employment.

Personal Details

At the commencement of your employment you will have provided us with various personal details. You must notify us immediately of any change, e.g. name, address, telephone number, bank details etc.

Holidays

Staff holidays must only be taken out of school term time. Your holiday pay is covered in your monthly pay.

Sickness

Sickness notification procedure: You are required to verbally notify Little Acorns on Mobile Number: 07866 057446 no later than 08.00 on the first day of your sickness absence stating why you are absent and when you expect to return. You may be self certified for the first 7 calendar days and thereafter you should provide a doctor’s statement of fitness. Upon returning back to work, you shall be required to attend a Return to Work Interview.

Statutory Sick Pay (SSP)

Statutory sick pay (SSP) will be paid when you are absent from work due to sickness provided that you have complied with the requirements and conditions attached to its payment.
To qualify for SSP you must:
- be classed as an employee and have done some work for your employer
- have been sick for at least 4 calendar days in a row (including non-working days)
- earn at least £111 (before tax) per week
- tell your employer you’re sick before their deadline

Other Absence

You are expected to ensure that appointments to visit the doctor, dentist, hospital etc. are made in your own time and outside normal working hours. A copy letter of appointment made with the doctor, hospital, etc., about ongoing medical issues is required.

In the event of the death or funeral of a relative, civil partner or close friend, you may be granted appropriate time off work after discussion with the managers. Payment will be discretionary.

Health and Safety

You are required to take all reasonable steps to safeguard the safety of yourself and others in the setting. This includes observing at all times the safety and fire policies and procedures. You must record any injuries to the children / staff on the appropriate Accident/first aid slips ensuring that you also sign the communication book. There is a separate head injury form that should be filled in and handed to the parent/carer the same day. There are at least two qualified first aiders on site in any session. There is a fully stocked first aid box kept inside the main hall with the accident book.

Staff will be required to fill in a suitability declaration annually to ensure their ongoing suitability to work with children (requirement of the EYFS 2014 / 3.11). Also, during regular supervisions / appraisals staff will be asked if anything has changed in their personal circumstances that would affect their suitability to work with children.

Staff Induction

All staff will receive full induction training which will include, but not be limited to, emergency/fire evacuation procedures, safeguarding, child protection, equality policy and health and safety issues.
Mobile Phones

Personal mobile phones must not be carried with you during session time. Staff communication with parents:- staff should not give their personal mobile phone numbers or email addresses, nor should they communicate with parents by text message or personal email/social networking websites. If they need to speak to a parent by telephone, they should use Preschool's telephone. Pre-school mobile should be used for any contact with parents that may be necessary.

Equal Opportunity

Little Acorns is committed to the principle of equal opportunity in employment and works within the guidelines of the Equality Act 2010. We will ensure that recruitment, selection, training, development and promotion procedures result in no job applicant or employee receiving less favourable treatment because of a protected characteristic i.e. race, colour, nationality, ethnic or national origin, religion or belief, disability, sex, sexual orientation, pregnancy or maternity. Our objective is to ensure that individuals are selected, promoted and otherwise treated solely on the basis of their relevant aptitudes, skills and abilities.

Disciplinary Procedure

Little Acorns pre-school aims to have clear guidance for staff for setting work objectives, time frames and work appraisal systems. However, where continuing work delivery problems arise, we believe that the fairest way to resolve issues with staff conduct or performance is to have a well structured disciplinary procedure. The procedure is designed to help employees attain the organisation’s standards of conduct, attendance and performance.

Employee right

In addition to an informal verbal warning, employees have the following rights in relation to disciplinary action:

1. To be informed of the allegations of misconduct or poor performance that have been made and that are to be discussed at any disciplinary hearing

2. To be accompanied by a colleague or other impartial person

3. To make an appeal against any action taken
Formal procedure:

Verbal warning

If an employee’s conduct, attendance or performance does not reach the standard required by Little Acorns pre-school, and this has not been resolved through standard appraisal and support systems, a disciplinary hearing will take place. The issues will be discussed with the employee concerned who will have the opportunity to offer an explanation. If the explanation is not satisfactory the employee will be issued with a formal verbal warning and clear targets and timetable for improvement. The discussion will be confirmed to the employee in writing and the verbal warning will remain on file for six months.

Written warning

A written warning will be issued when sufficient improvement is not made following a disciplinary hearing where there is already a formal verbal warning in place on the employee’s file, or where the misconduct has been sufficiently serious as to warrant bypassing the verbal warning stage. A written warning will remain on file for 12 months, again with clear targets and timeframes for improvement.

Final written warning

If there is still insufficient improvement in conduct or performance, a further disciplinary hearing will take place. If no satisfactory explanation is offered but misconduct is not serious enough to warrant dismissal a final written warning will be issued and will remain on file for 12 months. The final written warning will inform the employee that any further misconduct or failure to meet the required level of performance will result in dismissal.

Dismissal

If the employee still fails to reach the required standards of conduct or performance then they will normally be dismissed. The employee will be given every opportunity to provide an explanation of their failure to meet required standards at a final disciplinary hearing. As with all stages of the disciplinary procedure the employee has the right to appeal and to have a witness. In some circumstances the employer can choose to suspend the employee without pay for a maximum of five working days as an alternative to dismissal. If the employee is dismissed they will be provided with the reasons for dismissal, a date of termination of employment and details of how they may appeal.
Additional information

The employee will always be given as much information as possible regarding the accusations of misconduct or the records detailing failure to achieve the required performance standards. They will be given reasonable notice of the date and time of any hearing which should be held during normal working hours.

Any action will be taken after full consideration of the facts and if this process necessitates the employee being absent from work during this time they will be suspended on full pay. Little Acorns pre-school may vary the disciplinary procedure depending on the seriousness of the issues or the length of time of service of the employee in question.

Dismissal due to Gross Professional Misconduct / disqualification (under the Childcare disqualification regulations - 2009)

Dismissal at any stage will be made in the following circumstances:

- Evidence of major theft
- Significant sexual or racial misconduct
- Use of illegal substances
- Significant threat to the reputation or security of the pre-school or its staff
- If a member of staff is living in a household with someone who is disqualified then they too are disqualified from working with children by association. This applies to household members including partners, children including foster children, house share colleagues and lodgers.
- In the event of information that suggests a person is disqualified from working with children the provider must not allow that person to work with children and must dismiss them if disqualification is confirmed and not waived

Grievance Procedure

Little Acorns’ aim is to ensure that employees with a grievance relating to their employment can use a procedure which can help to resolve grievances as quickly and as fairly as possible.
Informal discussions

If an employee has a grievance about their employment they should discuss it informally with an immediate supervisor. We hope that the majority of concerns will be resolved this way.

Stage 1 – statement of grievance

If the employee feels that the matter has not been resolved through informal discussions, they should put your grievance in writing to an immediate supervisor.

Stage 2 – the grievance meeting

Within 10 working days the supervisor will respond, in writing, to the statement, inviting the employee to attend a meeting where the alleged grievance can be discussed. This meeting should be scheduled to take place as soon as possible and normally 5 working days notice of this meeting will be provided to the employee and they will be informed of their right to be accompanied. Employees must take all reasonable steps to attend the meeting, but if for any unforeseen reason the employee, or the employer, can’t attend, the meeting must be rearranged.

Should an employees companion be unable to attend then the employee must make contact within 5 days of the date of the letter to arrange an alternative date. These time limits may be extended by mutual agreement. After the meeting the supervisor hearing the grievance must write to the employee informing them of any decision or action and offering them the right of appeal. This letter should be sent within 5 working days of the grievance meeting and should include the details on how to appeal.

Step 3 – appeal

If the matter is not resolved to the employee’s satisfaction they must set out their grounds of appeal in writing within 5 working days of receipt of the decision letter. Within 10 working days of receiving an appeal letter, the employee should receive a written invitation to attend an appeal meeting. The appeal meeting should be taken by a more senior manager not involved in the original meeting. After the appeal meeting with senior manager must inform the employee in writing of their decision within 5 working days of the meeting. Their decision is final.
Please also refer to your letter of employment, the EYFS Statutory Framework 2014 and the Little Acorns Policies and Procedures document.

Please sign to confirm document has been read ..........................................................
ATTENDANCE POLICY AND PROCEDURES

This Policy places the responsibility on parents to ensure that their children attend school regularly. However, Little Acorns Preschool has a responsibility to maintain accurate and regular recorded registers to allow the efficient identification of children who are absent. Registers and absence records are kept for up to 6 years after the children have left the provision.

The Preschool takes a register daily with unconfirmed absences being followed up at the earliest opportunity. Every effort is made to support and encourage those children who for any reason avoid preschool, but persistent unconfirmed absences will be reported to the LEA.

Children should be present in the setting by 9.15 a.m. The preschool practitioner deployed for registration will put an oblique line in black used to record a presence, a time will be recorded for late arrival and letter A denotes an absence. As soon as the reason for absence is known, the appropriate letter (using the designated code) is also recorded in the Absence file, giving a reason.

U indicates that a child has been absent from school without a known reason i.e. unconfirmed and this is recorded in the Absence file also. The practitioner will complete the register by 9.20 am. These registers are held in the Daily Register File.

If a child’s parent has not contacted the preschool telephone and is absent without known cause, a Manager will telephone parents to ascertain the reason. The date of the telephone call is recorded in the absence file. Alternatively, a parent is expected to explain and give a reason of the child’s absence upon return to preschool.

Registration is a legal requirement and a necessary safety procedure in case of fire.

Permission for absence:

A letter put in writing is requested for holidays taken in term time from the parents.

Permission for extended absence is at the discretion of the managers who will liaise with LCC Early Years team.

Parents should give prior warning for any appointments made in session times.

Illness: Refer to illness policy.
POLICY AND PROCEDURES ON SUPERVISION
FOR EARLY YEARS FOUNDATION STAGE

Created 27/06/2014

This policy applies to all EYFS practitioners. It should be read in conjunction with staffing employment policy/appraisals and for the induction of newly appointed members of staff.
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<td>1</td>
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<td>Frequency of Supervision meetings</td>
<td>2</td>
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<td>Record keeping</td>
<td>2</td>
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<tr>
<td>Appendix 1 (written record pro-forma)</td>
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<tr>
<td>Appendix 2 (Reviewed written record pro-forma)</td>
<td>58</td>
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</table>
1. INTRODUCTION

Effective supervision provides support, coaching and training for the practitioner and promotes the interests of the children. At Little Acorns supervision fosters a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues. (adapted from the EYFS Statutory Guidance 3.19)

The aim of supervision is to discuss and provide support and empowerment to staff to make sure they feel equipped and happy to fulfil their job effectively. These meetings provide an opportunity for open discussion where staff have time to discuss any worries, concerns of constraints within their role and the school as a whole.

The key elements are coaching, training and personal development and the focus on children and their well being. It is a two way process to enable both parties to develop a positive and mutually supportive discussion and ongoing provision.

Not all supervision is planned. Unplanned supervisions may also occur during the course of the year. An ‘open door’ culture is encouraged.

Supervision is three times yearly with the Managers. Little Acorns uses the supervision toolkit advised by LCC early years advisors and has in place a supervision agreement which is read and signed by all staff members on induction. A Safeguarding Knowledge Checker is also used for supervision sessions.
2. THE PURPOSE OF SUPERVISION

Supervision has several purposes and forms an important part of the continuing professional development and staff support system at Little Acorns.

It aims to support personal achievements and EYFS Practitioners and to enable them to understand the aims of Little Acorns and how they can contribute to these aims. It provides an opportunity to respectfully challenge individual and team practice for the benefit of the setting, improving communication between staff.

It provides an opportunity to discuss individual roles and responsibilities and to discuss future professional development. It should provide an opportunity to reflect on, analyse and evaluate practice. It will support the setting of targets for the EYFS setting and enable best practice to be explored within the appraisal process. It will promote safe working practices and ensure a thorough understanding of safeguarding issues.

It also provides an opportunity to listen to each other and to explore staff feelings and to support staff to manage their work effectively. This will enable the Managers to take into account any disagreements and alternative views held by the EYFS Practitioners in order to facilitate the exploration of any issues and decide upon best practice to be followed with Little Acorns.

3. FREQUENCY OF SUPERVISION MEETINGS

Meetings will be taken place three times yearly (Autumn, Spring and Summer term) with the Managers and should last about half an hour. However further meetings are always available at the instigation of the Managers or the EYFS Practitioner.
For newly appointed members of staff meetings may take more regularly.

Managers will invite the member of staff to make an appointment at last one week in advance and will ask if there are any items that the member of staff would like to discuss at the meeting. These items will be added to an agenda (Appendix 1)

4. RECORD KEEPING

A written record of all supervision meetings will be kept in order to ensure that agreed discussion and action are tracked/reviewed (see Appendix 2) for following meetings). Both Appendices will provide a starting point and any follow-up meetings for members of staff. The records may also link with lesson observations and future staff development.

The written record will be signed by both parties and will be kept confidentially by the Managers.
RECRUITMENT POLICY

Aim
This policy aims to ensure our practice is fair, efficient and transparent. We take into account current employment legislation, LCC safe recruitment, and have developed and implemented this policy in conjunction with the Equal Opportunities Policy and Safeguarding Policy.

We ensure that recruitment and selection procedures are fair equitable and consistent with the skills, knowledge and abilities that are required for the job. We aim to attract and recruit people who are best suited to meeting the requirements of the post, but also have potential for future development and progression. We ensure equal opportunities for all applicants regardless of their race, nationality, ethnic or national origin, religion, gender, marital status, sexuality, disability, age or any other unjustifiable criterion. We also aim to ensure that all staff are involved with the recruitment and selection of staff, are trained and are aware of the recruitment policy and have the skills to ensure its effective implementation.

Recruitment

- The managers will discuss the possibility of internal recruitment first
- We will use the best method of advertising for a post after discussion with staff and devise a job-specific advertisement and application form
- The managers will decide on suitable candidates and invite for interview
- Using the devised recruitment checklist (Appendix 1) the managers will discuss and agree a shortlist of candidates. Candidates must have a DBS certificate and bring it to the interview. If the candidate has a DBS certificate older than 3 years, we will ensure that a current check is made. The candidate will be asked to share the cost of the check and they will be reimbursed in their first wage.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information
- On receipt of acceptable written reference we will send a letter offering employment. On acceptance of this letter we issue a contract and ask them to fill in a suitability / safeguarding questionnaire prior to commencement of employment
• On acceptance of the contract the new member of staff will be set a probationary period of 3 months

**STAFF RECRUITMENT CHECKLIST**

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<tr>
<th></th>
<th>Comments</th>
<th>Signed</th>
<th>Date</th>
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<tr>
<td>Application form completed</td>
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<td>(including career history)</td>
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<td>Proof of identity/ address</td>
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<td>DBS Checked -within 3 years?</td>
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<td>Qualifications / Maths, English</td>
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<td>GCSE/use personnel spec</td>
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<td>Disabilities</td>
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<td>Right to work in the UK</td>
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<td>1/2 Written Reference &amp; verbal</td>
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<td>verification</td>
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<td>Interviewed by:</td>
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<td>Personal details recorded in</td>
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<td>file</td>
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<td>Letter offering employment</td>
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<tr>
<td>Employment acceptance /contract</td>
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## Issue of terms and conditions of contract

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<th>Issue of terms and conditions of contract</th>
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<th>Issue of copies of Policies and Procedures</th>
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<th>Induction carried out - signed by employee</th>
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(Safeguarding Children and Safer Recruitment in Education)

### QUESTIONS FOR FUTURE EMPLOYMENT AT INTERVIEWS TO BE USED IN CONJUNCTION WITH SELF DECLARATION / SAFEGUARDING QUESTIONNAIRES

Staff to fill in a Suitability Declaration questionnaire annually / safeguarding questionnaire on induction

Have you encountered any Child Protection issues during your career?

Have you had any Child Protection training?

How do you create professional relationships with children?

Have you recent DBS checks? (older than 3 years will require re-check)

Any criminal convictions to disclose / anything that may affect your suitability to work with children? (Discuss any declared)

Have there ever been any concerns/allegations about your behaviour towards a child (including your own child, if you have any)?
CONFIDENTIALITY POLICY

We aim to maintain records and obtain and share information (with parents and carers, other professionals working with the child, the police, social services and Ofsted or the childminder agency with which they are registered, as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. We will endeavour to work towards a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting. If requested, providers should incorporate parents’ and/or carers’ comments into children’s records.

The Managers, staff and volunteers working in the pre-school will respect confidentiality as follows:

- All information regarding the pre-school, children, parents and staff should be treated confidentially. Under no circumstances should any information regarding the pre-school, staff or children be shared online or in any other media.
- Records are easily accessible and available (with prior agreement from Ofsted these may be kept securely off the premises). Confidential information and records about staff and children will be held securely and only accessible and available to those who have a right or professional need to see them. We are aware of our responsibilities under the Data Protection Act (DPA) 1998 and where relevant the Freedom of Information Act 2000 (See Note 1)
- Confidential matters regarding children or staff in the setting will not be discussed with other parents or staff.
- Staff are made aware of the need to maintain privacy and confidentiality and they will not discuss individual children, other than for purposes of curriculum planning/group management with anyone other than parents/carers of that particular child.
- Discussions with parents take place in an area away from the main hall and not in the presence of either other parents or children from the setting.
- We will ensure that all staff, volunteers and students understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.
- Parents and/or carers must be given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the DPA.
● In circumstances where staff have good reason to believe that a child is at risk, or is likely to be at risk, of any type of child abuse or neglect, the Child Protection policy will override confidentiality on a ‘need to know’ basis.
● Staff failing to adhere to the policy of confidentiality could be liable to disciplinary action.
● Records relating to individual children must be retained for a reasonable period of time after they have left the provision (at least 6 years or until after the next Ofsted inspection).

NOTE 1:
The Data Protection Act 1998 (DPA) gives parents and carers the right to access information about their child that a provider holds. However, the DPA also sets out specific exemptions under which certain personal information may, under specific circumstances, be withheld from release. For example, a relevant professional will need to give careful consideration as to whether the disclosure of certain information about a child could cause harm either to the child or any other individual. It is therefore essential that all providers/staff in early years settings have an understanding of how data protection laws operate. Further guidance can be found on the website of the Information Commissioner’s Office at:
# INDUCTION PROCEDURE

Name of employee ...........................................

Job title..........................................................

Date employment started...............................  

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Date achieved and signature</th>
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<tbody>
<tr>
<td>Layout of building including fire exits/fire extinguishers.</td>
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<tr>
<td>Team hierarchy, (including mentor)</td>
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<tr>
<td>Personal belongings</td>
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<tr>
<td>Basic info about the pre-school</td>
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<tr>
<td>Structure of the sessions</td>
<td></td>
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<tr>
<td>Safeguarding (competencies, info, suitability declaration)</td>
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</tbody>
</table>

| Week 2 | |
|--------| |
| Safeguarding inc whistleblowing + DO | |
| Safeguarding questionnaire | |
| Policies & procedures | |
| Evacuation drills | |
| Equal opportunities questionnaire | |

| Week 3 | |
|--------| |
| Observation formats | |
| Tracking | |
| Schemas | |
| Characteristics of effective learning | |

| Week 4 | |
|--------| |
| Key children / L Js | |
| Relationships with parents | |
| EYFS quiz | |
Next steps-

Date induction completed:

Comments from employee:

Signed and dated (Employee) ..................................................

Signed and dated (manager) ..................................................

N.B. All contractual information will be completed before the induction including applying for DBS, disqualification by association forms and contracts.
INVOICING POLICY

Little Acorns pre-school produces invoices for non-funded children and those funded children already using their full 15 FEEE hours entitlement.

Fees are non-refundable in the event of absence, payable monthly in advance. Invoices are raised at the beginning of each month and either sent by email or printed and given out by hand. All hours for the month (both funded and non-funded hours) are recorded and the required payment details are included on the invoices. The pre-school will give 30 days notice to parents/carers in the event of a price increase.

Amendments to children’s sessions

Parents are required to give at least one week’s notice in writing of any changes to the sessions their child is attending.

Late Payment

There is a surcharge of 5% for late payment of fees. However, if payment has not been made within the required 14 days we will first send a reminder to the parent. If payment is made then there is no further action required. If payment is still not made after the reminder, the managers will ask for a meeting with the parent to discuss how to manage the outstanding payment. The agreed payment schedule will be put in writing to the parent within 2 days of this meeting. In the event that payments are still outstanding after 5 working days from the date of the letter, the managers reserve the right to terminate a child’s place at the pre-school forthwith.
EYPP POLICY & PROCEDURE

All registered early years providers that take children for the FEEE are able to claim the EYPP for every eligible 3 & 4 year old. Children will be eligible if they are 3 or 4 years old and receiving government funded FEEE in any Ofsted registered provider and their parents meet the eligibility criteria.

It is our responsibility to determine how the funding is spent in order to ensure the very best outcomes for the children in our care. We will use relevant research and evidence on what works in improving quality in the early years when making a decision on how to use the EYPP funding.

Eligibility

Our general information pack includes details for parents/carers about how to ask about EYPP funding. When a potentially eligible child registers in our setting we will explain and promote the EYPP to the parent/carer. We will give out the eligibility form to parent/carer to fill in if they wish. Once we have received a filled in form we will check the child’s eligibility on behalf of the parent/carer. If a child transfers to our setting and is already receiving EYPP from their previous setting we will ensure that we ask for all relevant information / current action plans etc.

Action Plans, tracking progress and evidence

We will determine who is responsible for individual children’s EYPP action plans on a case by case basis. We also refer to LCC/Ofsted guidance on EYPP action planning, tracking and evidencing individual children’s progress.

Individual EYPP records are kept together with a log of how the funding is spent.
Lunch Policy

Introduction:-
What children eat at preschool is important and packed lunches should meet strict standards to provide 1/3 of a child’s daily nutrient requirements. Research from the Food Standards Agency (School Lunchbox Survey, 2004) and later research by the School Food Trust has shown that the majority of lunchboxes surveyed were high in fat, sugar and salt.

Our aim:-
To improve the nutritional quality of packed lunches and other foods taken into preschools/schools.
To ensure that all packed lunches brought from home and consumed in preschool (or on outings) provides the child with healthy food that is similar in its nutritional value to food served in schools.
To make a positive contribution to children’s health by encouraging healthy eating habits in childhood setting a trend for lifelong changes.
To contribute to the self-evaluation for review of Ofsted.

This policy applies to all children and parents providing packed lunches to be consumed within preschool or on outings during session times.

This Packed Lunch Policy promotes food and healthy eating. Children starting with Little Acorns at Lunch time will be given guidelines for children’s packed lunches.

Little Acorns are using Eat Better Start Better Programme guidelines which is downloadable resources for Early Yeas: http://www.childrensfoodtrust.org.uk/childrens-food-trust/early-years/ey-resources/ and meets the welfare and nutrition requirements of the Early Years Foundation Stage and Ofsted’s based new Common Inspection Framework

Policy:
Little Acorns will provide the appropriate arrangements and work with the children to eat their packed lunch:-

The preschool will work with the parents to ensure that packed lunches abide by the standards listed below.

The preschool will ensure that free, fresh drinking water is readily available at all times.

Parents are advised to bring packed lunches in insulated bags/lunch boxes with freezer blocks where possible to stop the food going off.
Glass bottles and tins are not permitted due to safety issues that could arise. We also advise that grapes are cut in half to avoid choking hazards.

The preschool does not supply hot food or re-heat children’s food.

Wherever possible the preschool will ensure that the children will be able to sit and eat together at the same time. This will enable children to be familiar with routine to prepare for transition to school.

All uneaten food and waste will be kept in the lunchbox and returned home with the child so that parents are able to monitor their child’s food consumption.

Food contained in a packed lunch:

Packed lunches should be based on the Eat Well plate model and should include the following everyday:

- **Fruit and vegetables** – at least one portion of fruit and one portion of vegetables or salad.
- **Non-dairy source of protein** – meat, fish, egg, beans or pulses such as lentils, kidney beans, chickpeas, hummus and falafel.
- **A starch food** like bread, pasta, rice, couscous, noodles, potatoes and other type of cereals.
- **Dairy foods** such as milk, cheese, yoghurt, fromage frais.
- **Drinks** – the preschool provides water, 100% pure fruit juice, semi-skimmed or skimmed milk, yoghurt or milk drinks and smoothies.
- **Oily fish** – salmon.

Low fat crisps/cakes and plain biscuits are allowed but children should be encouraged to eat these only as part of a balanced meal.
To keep packed lunches in line with the food based standards for school meals, packed lunches should not include:-

High fat, high salt, high sugar snacks such as crisps, sweet popcorn, other high fat/salt packed savoury snacks. Confectionery such as chocolate bars, sweets or chewing gum.

Fizzy sugary drinks.

Special diets and allergies

Be aware of nut allergies. We operate a No Nut Policy at Little Acorns Preschool.

Children are not to swap food items.

Health and Safety

It is the responsibility of the parents/carers to provide an appropriate packed lunch container where food items can be stored securely and appropriately until the lunch time period. Parents are advised to include an ice pack. Food products prepared and stored in ambient temperatures after a period of time can have increased levels of bacteria in them.

Storage area for packed lunches.

The preschool will provide a storage area within the kitchen. However, we cannot provide a cooled storage area and therefore cannot take legal responsibility for foods prepared at home and then brought into school.

Assessment, evaluation and reviewing

Packed lunches will be monitored and parents will be advised verbally if the Packed Lunch Policy will not be adhered to. We will give guidelines for children’s packed lunches. If children regularly brings a packed lunch that does not conform to the policy we will contact the parents to discuss this. We recommend that items will be confiscated and will be returned to the parent. In these circumstances, children will be given alternative food if all food has been confiscated and charge the parent.

The policy will be available upon request.

Policy review

The policy will be reviewed yearly. In addition to any major legislative or governmental changes regarding food may lead to this policy being amended.
What the Government Says – [www.food.gov.uk](http://www.food.gov.uk)

What’s in a healthy packed lunch?

A child at school should have about a third of their daily nutrient requirements at lunchtime. This means they need food that are going to provide them with enough energy, protein, fibre, vitamins and minerals.

A healthy packed lunch should contain a mix of foods from the EatWell Plate. The EatWell Plate shows how much should be eaten from each of the 5 food groups.

A good packed lunch contains:

- A starchy food, such as bread, rolls, pitta bread, naan bread, potatoes, rice, noodles.
- These foods are good for children to fill up on.
- A good source of protein, iron and zinc such as meat, fish, beans, nuts or eggs.
- A good source of calcium such as milk, cheese, yoghurt or fromage frais.
- And one portion of fruit and one portion of vegetable or salad to provide all the other vitamins and minerals. A piece of fruit could be a 100% juice or piece of fresh fruit, dried fruit or tinned fruit in fruit juice. A piece of vegetable could be a fresh vegetables such as carrot stick, salad or a vegetable soup or vegetable dish.

No single food contains all the essential nutrients the body needs to be healthy and function efficiently so it is important that the content of the packed lunch is varied.

What about snacks such as crisps, cakes, pastries and sweets?

These foods should only be given occasionally. Children will then appreciate them more. If these foods are included in packed lunches they might eat these first and not have the appetite to eat the other foods that will provide them with the important nutrients they need to grow and develop, be healthy and active.
Personal, Social, Health and Citizenship Policy

This Policy applies to the EYFS. This Policy should be read in conjunction with the policies on Safeguarding, Behaviour, Health & Safety, SMSC, and British Values.

Introduction:

This policy has been drawn up to provide a curriculum base for the teaching of personal life skills and well-being. The subjects will be taught through the Early Learning Goals, under the umbrella of the ‘Spiritual, Moral, Social and Cultural aspects of learning’ (SMSC), and the principles of ‘Fundamental British Values’.

SMSC will be seen as an overarching set of values and beliefs which can be taught specifically through activities in PSED/Language and Communication - small group work and also in situations such as ‘Show and Tell’ group circle time, role play situations, free play, small world observing the spiritual, moral, social and cultural well-being of our children.

Our commitment is to nurture life skills to our children. This PSHE Policy also links to the following policies:

- Behaviour Management and Sanctions Policy;
- Equal Opportunities;
- Health and Safety; and
- Safeguarding.

This policy also represents a partnership with our parents, children, staff visitors and the wider community. The children are given the skills and understanding in PSHE to interact successfully in any given situation.

Aims:

Little Acorns aim to provide opportunities for children to learn and to achieve;
To promote social, cultural and personal development;
To prepare children for the opportunities, responsibilities and experiences of life within the preschool and the wider community;
To encourage Little Acorns children to lead a healthy lifestyle;
These aims reinforce each other, the personal development of children spiritually, morally, socially and culturally, to play a significant part in their ability to learn and achieve. To become confident, independent and happy as human beings.

What is PSHCE?

Personal, Social Health and Citizenship Education (PSHE) gives our children the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active, responsible citizens.
The aims of PSHE?

To encourage children to take part in a wide range of activities and experiences, to contribute fully to the life of preschool and communities;
To recognise their own worth, work well with others;
To begin to understand and experience spiritually through feelings of awe and wonder inspired by nature, faith, art of other stimuli provided by preschool and the wider world;
Children develop social skills which include friendships and good manners;
Children develop an appreciation of their own and other cultures, art, beliefs and, traditions;

Methods of working together:
Understanding Preschool rules and boundaries;
Understanding another point of view;
Working with feelings and imagination;
Circle Time;
Free play/Role play;
Freddy Bear;
Out and about within the Community – visits to the park, churches, into town with children and parents;
Asking questions;
Problem solving;
Parent sessions;
Art and Craft Week;
Toy Library – working together with parents using right equipment/resources;
Promotion of healthy snacks and packed lunches;
Working with parents and children in modelling good behaviour;
Cultural and religious understanding and inclusion;
Charity fund raising;
Systems in helping children who are new to the preschool to settle in;
Visitors to preschool, e.g. dentist, librarian, volunteers, parent readers, lolly-pop lady.

Assessing and recording:-
Children are reflective about beliefs, values and human experience, using their imagination and creativity and developing curiosity in their learning;
Children develop an understanding of right and wrong in preschool life and life outside of preschool;
Children encouraged to take part in a range of activities requiring social skills;
Children develop awareness of respect;
Evidence of good outcomes can be recorded in Learning Journeys through observations and photos. Parent sessions will provide a good opportunity to discuss and provide information in developing these skills.
In PSHE there are two broad areas for assessment:
Promoting health and personal hygiene, understanding of preschool rules; health and safety procedures;
Preschool children develop an understanding of developing skills through small groups in Personal Social/Language and Communication time, promoting positive friendships.

An open door policy is also welcome to parents to discuss individual meetings at any time.

Special Needs:
Children experiencing social difficulties have 1:1 support in developing friendships. Children and parents can also be encouraged to go on play dates outside of preschool, join in any other voluntary groups such as Mother’s and Toddlers groups within the community.

Equal Opportunities:
PSHE is an ideal platform to promote equal opportunities for all including equality, regarding gender, culture, physical and mental ability.

Monitoring, Evaluation and Review:
Managers and Staff will monitor through observing how children interact and cooperate during activities. For example, children hurting one another and not remembering the preschool rules. This can be reflected in small group work PSED circle time, remembering the preschool rules, keeping safe and having fun without hurting one another, using puppetry toys.

It is expected that Managers/Staff will keep records of any incidents/issues. Regular staff meetings keep us all informed of any children that may need extra support.
Little Acorns - PSHE Scheme of Work

These are ideas for small group work. Please also refer to PSED Circle Time

Overview

AUTUMN TERM:
In small group work:
To show an interest in other people:
Learning names;
Establish preschool rules;
We are all different – different hair, eyes, skin etc.
Talk about emotions;
To understand what we can do to be a good friend; caring for one another – buddy
system, helping a friend. Carrying out responsibilities, tidying up, helping
preparing snack.
To work well as a group, sharing/taking turns, treat others as you wish to be
treated yourself;
To use kind words all the time and how some words can have an impact!
Staying safe – talk about Bonfire Night
Charity work – children in need. An awareness that people/children may have very
different lives depending on where they live.
Read stories from a variety of religions:
Diwali.
The first Christmas/The Nativity.
Freddy Bear
Autumn Walks

SPRING TERM
Talking about being brave – Superhero Theme springs to mind!
Talk about love. What is Love? - Mother’s Day
Good Team work
Helping one another, caring for one another – Charities – Sports Relief
Sports Relief is a good opportunity for children to show and develop a growing
awareness of knowing about similarities and differences between themselves and
others and among families, communities and traditions in other countries.
Knowing about similarities and differences in relation to places; to talk about the
features of their own immediate environment and how environments might vary
from one another.
Easter Story
Freddy Bear
SUMMER TERM
To appreciate nature around us and understand the importance of caring for it.
(plant topics/caring for butterflies)
Outings – to the park/town.
Continue to learn about respecting others, helping and caring for others.
Reading about different lives and experiences.
Freddy Bear
Looking at primary school community – visiting our reception class. Making choices. Facing new challenges.
Emotions
Personal hygiene/growing independence in putting coats, shoes on.
Talking about making new friends, new routines.
PSHE - Little Acorns Statement

Social, Moral, Spiritual and Cultural principles, Personal, Social and Health, Fundamental Values is taught at Little Acorns Preschool through the Early Learning Goals.

Examples:
Raising money for charities;
Working in Partnership with Parents which include: Parent sessions; Art/Craft Week, Singing concerts/Parents visiting preschool through voluntary help, e.g. reading.
World Book Day.
Transition to schools: Links with other schools - visits to other primary schools. 
Links with other Preschools/Childminders.
Managers/staff to visits other preschools to observe methods of learning, to enhance children’s learning.
Outings – Spring walks to the park, into town, visiting Churches.
Remembering Significant days/events: Bonfire Night, Diwali, Chinese New Year, Christmas, Christmas party. Easter.
Special Needs inclusion.
Rewards – Kindness Tree, Star of the Week.
Freddy Bear
Displays of Children’s work.
Cookery/Baking
Visitors to Preschool, e.g. Dentist, librarian.
Recognising Children’s Birthday.
Promoting working together as a team/Preschool Rules and boundaries to keep safe.
Sharing different experiences in small groups.
Topics/Themes relating to caring for living things/plants inside and outside environments and communities.
| BV1 | Developing self-knowledge, self-esteem and self-confidence. |
| BV2 | Distinguishing right from wrong and respecting the civil and criminal law of England |
| BV3 | Accepting responsibility for behaviour/showing initiative |
| BV4 | Acquiring a broad general knowledge of and respect for public institutions and services in England |
| BV5 | Furthering tolerance and harmony between cultural traditions |
| BV6 | Respecting other people |
| BV7 | Respecting democracy and supporting participation in the democratic processes, including respect for the basis on which the law is made and applied in England |
| SP1 | Developing personal values and beliefs |
| SP2 | Experiencing fascination, awe and wonder |
| SP3 | Exploring the values and beliefs of others |
| SP4 | Understanding human feelings and emotions |
| SP5 | Using imagination and creativity in learning |
| M1 | Developing and expressing personal views and values |
| M2 | Investigating moral values and ethical issues |
| M3 | Moral codes and models of moral virtue |
| M4 | Recognising right and wrong and applying these values |
| M5 | Understanding the consequences of actions |
| S1 | Developing personal qualities and using social skills |
| S2 | Participation, co-operation and resolving conflicts |
| S3 | Understanding how communities and societies function |
| C1 | Exploring, understanding and respecting diversity |
| C2 | Participating and responding to cultural activities |
C3  Understanding and appreciating personal influences

BV – British Values
SP – Spiritual
M – Moral
C - Cultural
# APPENDIX 1
## LITTLE ACORNS PRE-SCHOOL RECORD OF CONCERN FORM

<table>
<thead>
<tr>
<th>Date:</th>
<th>Adult present:</th>
<th>Child’s name:</th>
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<tbody>
<tr>
<td>Time:</td>
<td>Who else was present:</td>
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<table>
<thead>
<tr>
<th>What is the nature of the concern?</th>
<th>Designated person signature:</th>
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| How was this information obtained? | |
|-----------------------------------| |
APPENDIX 2
SAFEGUARDING POLICY
Information for volunteers

The designated safeguarding manager with responsibility for safeguarding and child protection is: Jane James / Karen Ryan

If any child approaches you with a concern which might be related to some form of abuse, the following procedure must be followed:

- Listen to what is being said without displaying shock or belief
- Accept what is being said
- Take it seriously
- Reassure, but only as far as is honest and reliable
- DO NOT promise confidentiality - you have a duty to refer the matter
- Tell the child that you will need to refer the matter to Jane, whose job it is to decide whether to the matter further in order to protect them
- Acknowledge how difficult it must have been to talk about it
- Never agree to keep secrets
- Record carefully and in detail what is being said by DO NOT interrogate for full details. If you make any notes you must hand them to Jane
- DO NOT ask leading questions (e.g. What did he do next?, did she do/say…?, such questions may invalidate the evidence should the matter ever come to court)
- List quietly and carefully
- DO ask open questions like Is there anything else you want to tell me?
- DO NOT criticise the perpetrator
- DO NOT ask the child to repeat what they have told you to another person
- DO NOT discuss your concerns with others
- The member of staff will keep your notes in a confidential file and may ask to speak to you at a later date

Please remember that all information within the pre-school is to be treated confidentially. Please ensure that your personal mobile phones are stored securely while in the setting or on outings. The use of social networking websites to discuss pre-school matters is prohibited.

Please sign below to indicate your understanding:
Signed: ……………………………………………………………
Date: ……………………………
APPENDIX 3

SAFEGUARDING POLICY

Information for staff

If any child approaches you with a concern which might be related to some form of child abuse, the following procedure must be followed:

- Listen to what is being said without displaying shock or belief
- Accept what is being said
- Take it seriously
- Reassure, but only as far as is honest and reliable
- **DO NOT** promise confidentiality - you have a duty to refer the matter
- Tell the child that you will need to refer the matter to Jane, whose job it is to decide whether to take the matter further in order to protect them
- Acknowledge how difficult it must have been to talk about it
- Never agree to keep secrets
- Record carefully and in detail what is being said by **DO NOT** interrogate for full details. If you make any notes you must hand them to Jane (using the record of concern form)
- **DO NOT** ask leading questions (e.g. What did he do next?, did she do/say…?, such questions may invalidate the evidence should the matter ever come to court)
- List quietly and carefully
- **DO** ask open questions like Is there anything else you want to tell me?
- **DO NOT** criticise the perpetrator
- **DO NOT** ask the child to repeat what they have told you to another person. Explain what you have to do and to whom you have to refer the matter. You are encouraged to see the matter through and to keep in touch with the child (depending on circumstances)
- Make brief notes at the time and write up your notes as soon as possible.
- **DO NOT** destroy your original notes (no matter how scrappy or sketchy they are).
- Record the date, time, and place; any noticeable, non-verbal behaviour and the words that are used by the child. If the child uses slang, record exactly what is said rather than interpreting meaning.
APPENDIX 4

Child Protection: Safeguarding children - Information for Parents

Little Acorns feels it is of the utmost importance to have good systems for protecting children and safeguarding their welfare, throughout all the activities which the preschool undertakes. This means the staff and volunteers must be alert to possible concerns about every child and to report these in a proper fashion. The preschool has a Safeguarding and Child Protection policy available to all parents with a copy available to parents on request from preschool.

It is important for parents to be aware that:-
Staff and volunteers in the preschool have a duty to report concerns about a child, whether this means the child may be in need of additional support; or help of some kind or whether it is thought that a child may have been abused or be a risk of abuse.

There are four categories of abuse: physical, sexual, emotional and neglect.

In some cases the preschool is obliged to refer children to the Social Services Department, for children to be assessed for their needs or if an investigation into possible child abuse is required. In many cases there will already have been discussions between preschool staff and the parents of the child and the situation and concerns will not be a surprise to the parents. However, parents may not be told that the preschool has referred their child to the Social Services Department if it is thought that this might put the child at risk.

The Social Services Department tries to carry out its enquiries in a sensitive fashion. It has to gather information and generally it can be open with parents about the steps being taken.

If you think your child may have been abused you can contact the Social Services Department direct. If you think the abuse may have happened in preschool, contact the Designated Safeguarding Officer for Child Protection who is Jane James. If you think your child has been hurt, arrange to visit your Doctor. Comfort and reassure your child.

If preschool staff need to express concerns about a child or refer a child to the Social Services Department, it is understood that this can cause distress or anger for the child’s parents. It is important that all parties - parents and preschool staff - try to discuss these matters as calmly and sensibly as possible.
APPENDIX 5
The Prevent Duty & Promoting British Values

From 1st July 2015, all registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

Here at Little Acorns we take Safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent duty we will;

- Provide appropriate training for staff as soon as possible. Part of this training will enable staff to identify children who may be at risk of radicalisation.
- We will build the children’s resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views (for early years providers the statutory framework for the EYFS sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world).
- We will assess the risk, by means of a formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
- We will ensure that our staff understand the risks so that they can respond in an appropriate and proportionate way.
- We will be aware of the online risk of radicalisation through the use of social media and the internet.
- As with managing other safeguarding risks, our staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or seek to hide their views). The Key Person approach means we already know our key children well and so we will notice any changes in behaviour, demeanour or personality quickly.
- We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. The key person approach means that we already have a rapport with our families so we will notice any changes in behaviour, demeanour or personality quickly.
- We will work in partnership with our LSCB for guidance and support. We will build up an effective engagement with parents/carers and families.
(This is important as they are in a key position to spot signs of radicalisation).

- We will assist and advise families who raise concerns with us. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.
- We will ensure that our DSL/Manager will undertake Prevent awareness training (as a minimum) so that they can offer advice and support to other members of staff.
- We will ensure that any resources used in the setting are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.
## HALF-TERMLY PLAN FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION FOR LITTLE ACORNS PRESCHOOL

### TERM:

<table>
<thead>
<tr>
<th></th>
<th>Spiritual</th>
<th>Theme/Development Matters/Overview Planning</th>
<th>Evidenced in LJs/Photos/obs/Working together book</th>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
<td>Experiencing fascination, awe and wonder</td>
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<td>Understanding human feelings and emotions</td>
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### Social Theme/Development Matters/Overview Plan

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</table>
### SMSC

SMSC does not replace PSHE and Citizenship but can be seen as an over-arching set of values and beliefs which can be taught specifically through PSED/L&C Small Groups/Role Play/Free play time and ultimately through most of all EYFS Early Learning Goals/Development Matters activities as well. An overt and conscious awareness of SMSC across the curriculum reminds us of the many and varied areas where we are teaching enabling and observing the spiritual, moral, social and cultural welling-being of our children. When recording/accessing/observing we can look at these areas in topic themes, visits, charity events, parent sessions outside in the playground, the list goes on! If there are any significant observations made outside of preschool, such as Freddy Bear trips, outside experiences with parents, families please also record on this grid as evidence as these experiences happen everywhere all the time!

<table>
<thead>
<tr>
<th>Cultural</th>
<th>Theme/ Development Matters/Overview Plan</th>
<th>Evidenced in LJs/photos/obs/working together book</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Exploring, understanding and respecting diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Participating and responding to cultural activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Understanding and appreciating personal influences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>