

HEATHCOT PRESCHOOL LTD



POLICIES & PROCEDURES

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This handbook sets out the policies and procedures of Heathcot Preschool Ltd. It ensures compliance with the Early Years Foundation Stage (EYFS) statutory framework and reflects our commitment to safeguarding, promoting children's welfare, and delivering high-quality early years provision.

All staff, students and volunteers are required to read and follow these policies.

Copies are available to parents and carers on request.

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1. Safeguarding, Child Protection and Welfare

Children's Rights and Entitlements

Policy Statement

At Heathcot Preschool, we are committed to promoting children's rights and entitlements in line with the principles of the Early Years Foundation Stage. We ensure that every child is supported to be strong, resilient and listened to, within a safe, inclusive and nurturing environment.

We do this by:

- Promoting children's right to be strong, resilient and listened to by creating an environment that supports a positive self-image. This includes valuing each child's heritage, culture, ethnicity, home language, religious beliefs and family background.
- Supporting children to develop a sense of independence, enabling them to make choices, take appropriate risks, and develop confidence in their own abilities.
- Helping children to develop the confidence and language to express their thoughts, feelings and needs, including the ability to resist inappropriate approaches and seek help when needed (safeguarding awareness).
- Supporting children to build and maintain positive relationships with their families, peers and adults, recognising the importance of secure attachments (key person approach).
- Working in partnership with parents and carers to promote children's wellbeing, safety and rights, including a shared understanding of safeguarding responsibilities.
- Ensuring all children are treated fairly and included, in line with our equality, inclusion and British Values commitments.

What it means to promote children's rights and entitlements

To be strong means:

- Having secure attachments with key adults who provide consistent, caring and responsive support.
- Feeling safe, valued and respected as individuals within their family, setting and wider community.
- Developing a positive sense of self, including pride in their identity, culture and abilities.
- Being included and having a sense of belonging within the setting and community.

- Being confident in their abilities and proud of their achievements.
 - Making progress in their learning and development in line with the EYFS.
 - Being part of a social group, where they learn to share, cooperate, negotiate and respect others.
 - Having opportunities to express their views and contribute to decisions that affect their experiences within the setting.
-

To be resilient means:

- Having a strong sense of self-worth and emotional wellbeing.
 - Being able to express needs and feelings appropriately.
 - Developing the ability to overcome challenges and adapt to change.
 - Showing a positive attitude towards learning and new experiences.
 - Developing coping strategies to manage emotions and situations.
 - Understanding fairness and respect for themselves and others.
 - Taking responsibility for their actions and behaviour, with appropriate support.
 - Developing confidence to participate and be involved in decision-making appropriate to their age and stage.
-

To be listened to means:

- Adults recognise and respect children's right to express their views, feelings and ideas.
- Practitioners are attentive and responsive, tuning into children's verbal and non-verbal communication, including body language and behaviour.
- Adults respond appropriately to children's communication and take action where needed, particularly in relation to safeguarding or wellbeing concerns.
- Children are given meaningful opportunities to participate, make choices and influence their experiences within the setting.
- Practitioners use child-centred approaches to ensure every child's voice is heard, valued and respected.

Safeguarding and Child Protection Policy and Procedure

Policy Statement

Our setting works in partnership with children, parents, carers and the wider community to promote the welfare, safety and rights of all children. We recognise that every child has the right to be protected from harm and to grow up in a safe, secure and nurturing environment.

We are committed to ensuring that safeguarding underpins all aspects of our practice. We understand that safeguarding is everyone's responsibility and that all staff, students and volunteers must remain vigilant, recognise concerns and take appropriate action without delay.

We recognise that children may communicate distress, unmet needs or harm through their behaviour. Changes in behaviour, presentation or emotional well-being are taken seriously and may be indicators of safeguarding concerns.

This policy is based on the safeguarding and welfare requirements of the Early Years Foundation Stage, alongside statutory guidance from the Department for Education, including Working Together to Safeguard Children, and local procedures from the Oldham Safeguarding Children Partnership (OSCP).

Procedures

We follow these procedures to ensure that safeguarding concerns are identified, recorded and responded to effectively.

Key Commitment 1: A Culture of Safety

We are committed to building and maintaining a strong culture of safeguarding in which children are protected from abuse and harm in all areas of our provision.

The Designated Safeguarding Leads (DSLs), who coordinate safeguarding and child protection within the setting, are Nipa Begum and Husna Begum. Safeguarding oversight is provided by Nusrat Javid and Yasmin Toor. A suitably trained DSL or deputy is always available when the setting is open.

All staff receive safeguarding training as part of their induction and this is updated regularly. Safeguarding is embedded into daily practice through supervision, staff meetings and ongoing professional development.

Staff:

- Understand their duty to report concerns immediately
- Are confident to question and escalate concerns

- Understand early help and thresholds of need
- Remain professionally curious at all times

We recognise that some children are more vulnerable, including those with:

- Special educational needs and/or disabilities (SEND)
- Communication difficulties
- Family or social challenges

These vulnerabilities are considered carefully in all safeguarding decisions.

Safer Recruitment and Staff Suitability

We follow robust safer recruitment procedures, including:

- Enhanced DBS checks (including barred list)
- Verified references (not open or family references)
- Full employment history checks
- Ongoing suitability monitoring

Staff must disclose any changes that may affect their suitability, including household members.

Safe Practice in the Setting

Children's safety is supported through:

- A strong key person system
- Appropriate staffing ratios and supervision
- Clear online safety, mobile phone and camera procedures
- Secure data handling in line with GDPR
- Regular risk assessments

Attendance is monitored as part of safeguarding. Unexplained absences are followed up promptly, and patterns are reviewed.

We promote a culture where staff feel confident to raise concerns, supported by a whistleblowing procedure and external routes where needed, including NSPCC and Ofsted.

Key Commitment 2: Responding to Safeguarding Concerns

We respond promptly and appropriately to all concerns and work in partnership with relevant agencies in line with OSCP procedures.

All staff understand that abuse can take many forms, including physical, emotional and sexual abuse, and neglect. Staff are also aware of wider safeguarding issues such as exploitation, radicalisation and Female Genital Mutilation.

Recognising Concerns

Staff remain alert to indicators such as:

- Changes in behaviour or emotional well-being
- Unexplained injuries or marks
- Deterioration in development or presentation
- Concerning comments or disclosures

We recognise that behaviour may be a form of communication, and all concerns are explored sensitively.

Responding to Concerns

When a concern is identified, staff will:

- Listen carefully and take the child seriously
- Reassure without making promises
- Avoid leading questions or investigation
- Record the concern clearly and factually
- Report to the DSL immediately (same day)

The DSL will:

- Assess the concern
- Seek advice where needed
- Make referrals without delay where required

All records are:

- Accurate, dated and signed
- Stored securely
- Shared appropriately

Contact numbers for seeking advice and reporting concerns

MASH – 0161 770 7777

Police (Uniformed) – 101

Emergency duty team – 0161 770 6939

Prevent duty officer – 07775405550 (David Bull)

LADO – 0161 770 8870 (Colette Morris)

Working with Parents

Parents are normally informed of concerns. However, this may not happen where:

- It may place the child at risk
- It may interfere with an investigation

In these cases, advice is sought from children's social care and decisions are clearly recorded.

Escalation

If staff feel a concern has not been acted upon appropriately, they must escalate in line with local safeguarding procedures.

Allegations Against Staff

All allegations are taken seriously.

Any concern that a member of staff may have harmed a child is reported to the Local Authority Designated Officer (LADO) on the same working day.

(Colette Morris – 0161 770 8870)

We:

- Notify Ofsted where required
- Cooperate fully with investigations
- Suspend staff where appropriate (neutral act)

Referrals are made to the Disclosure and Barring Service where required.

Key Commitment 3: Awareness, Prevention and Support

We promote safeguarding through:

- Ongoing staff training
- Daily practice and supervision
- A safe and inclusive curriculum

Children are supported to:

- Develop confidence and resilience
 - Understand how to keep themselves safe
 - Express their thoughts and feelings
-

Confidentiality and Information Sharing

All safeguarding concerns are treated confidentially and shared only where necessary.

Information is shared:

- In line with statutory guidance
 - Without consent where required to protect a child
-

Supporting Families

We work in partnership with families and external agencies.

Where a child is subject to a Child Protection Plan or Early Help plan:

- We follow professional guidance
- Attend meetings
- Share relevant information

Whistleblowing Policy

Policy Statement

We are committed to providing a safe and nurturing environment for all children in our care. In line with EYFS requirements, we have established this Whistleblowing Policy so that staff, volunteers and students can raise concerns about poor, unsafe or unethical practices without fear of retaliation.

This policy ensures our setting maintains transparency, accountability and high safeguarding standards.

Purpose and Scope

This policy applies to all staff, volunteers, students and contractors. It covers:

- Concerns about child safety or welfare
 - Poor or unsafe practices
 - Misconduct or breaches of statutory requirements
 - Illegal acts, fraud or health and safety risks
-

Definition of Whistleblowing

Whistleblowing is the reporting of concerns about wrongdoing or risks within the organisation.

Examples include:

- Safeguarding failures or possible abuse
 - Unsafe childcare practices
 - Unfit behaviour by staff
 - Breaches of EYFS or regulatory compliance
 - Criminal activity or serious misconduct
-

Reporting Procedures

Internal Reporting

- Raise concerns with your line manager or the Designated Safeguarding Lead (DSL)
- If the concern involves them, escalate to senior leadership
- You may be asked to provide written details, which will be handled sensitively

External Reporting (if internal reporting is not appropriate)

- Ofsted Whistleblowing Hotline
 - NSPCC Whistleblowing Advice Line
 - Local Authority Designated Officer (LADO)
-

Protection for Whistleblowers

Anyone raising a genuine concern will not be penalised.

Retaliation or victimisation will not be tolerated.

Malicious or deliberately false allegations may result in disciplinary action.

Procedure After a Concern is Raised

- Acknowledge the concern
 - Assess whether it is whistleblowing, safeguarding or a grievance
 - Conduct an investigation if appropriate
 - Keep the individual informed where possible
 - Make referrals to external authorities if required
-

Confidentiality

All concerns will be treated confidentially and shared only with those who need to know.

We will protect the whistleblower's identity wherever possible, although this cannot be guaranteed where legal or safeguarding obligations apply.

Roles and Responsibilities

All staff must understand this policy and their duty to report concerns.

The DSL and leadership team are responsible for responding to concerns and coordinating investigations.

The management body monitors implementation and ensures appropriate training.

Looked After Children Policy

Policy Statement

We are committed to providing high-quality, inclusive provision based on equality of opportunity for all children and their families. All staff are dedicated to supporting children who are looked after to achieve their full potential and to promote their emotional wellbeing, stability and development.

A child is considered 'looked after' if they are in the care of the local authority or are accommodated by the local authority under a voluntary arrangement. Many looked after children live with foster carers, while others may live with relatives, in residential care, or in other arrangements.

We recognise that some children who are looked after may have experienced trauma, loss or disruption in their early lives, including abuse or neglect. However, we also understand that every child's experience is unique. What all looked after children share is the experience of separation from their birth family, which may impact on their emotional wellbeing, sense of security and ability to form relationships.

Our approach is underpinned by an understanding of **attachment and resilience**. We aim to provide a secure, consistent and nurturing environment where children feel safe, valued and listened to. Supporting secure attachments is central to helping children develop resilience, confidence and a positive disposition towards learning.

Principles

- The term *looked after child* refers to a child's legal status and is not used to label or single out children. We treat all children as individuals and promote inclusion at all times.
- We recognise that stability and secure attachments are essential. Decisions about placements within the setting are made in partnership with carers and professionals, based on the child's individual needs and readiness.
- We ensure that all funded entitlements for children who are looked after are supported, including access to early education for eligible two-, three- and four-year-olds.
- Where a child already attending the setting becomes looked after and is placed locally, we aim to maintain continuity of care where this is in the child's best interests.
- We work closely with carers and professionals to ensure that any placement within the setting supports the child's emotional wellbeing and development.

Procedures

The designated person for looked after children is the Designated Safeguarding Lead (DSL).

Every child, including those who are looked after, is allocated a key person before they start. The key person plays a central role in supporting the child's emotional security and development. The designated person ensures that the key person has the appropriate information, guidance and support to meet the child's individual needs.

We work in partnership with all professionals involved with the child, including the child's social worker, foster carer and other relevant agencies. We recognise the role of the local authority as the child's 'corporate parent' and ensure that all significant decisions are made in consultation with the child's social worker.

Care Planning and Information Sharing

At the start of a placement, we contribute to planning discussions to support the child's care plan. This includes understanding the child's needs, routines and any agreed strategies to support them within the setting.

The care plan may include consideration of:

- The child's emotional wellbeing and how this will be supported
- Behaviour and any strategies required to support regulation
- The child's identity, culture, language and background
- Social development, including friendships and relationships
- Interests, strengths and learning needs
- Any special educational needs or disabilities

It will also include clear arrangements for:

- Information sharing between the setting, carers and professionals
- Contact arrangements with birth family members, where appropriate
- Reporting and review expectations
- Involvement of birth parents, where agreed and appropriate

All information is handled sensitively and in line with confidentiality and data protection requirements.

Settling-in and Transitions

The settling-in process is carefully planned in partnership with the child's carer and professionals. It follows the same principles as for all children but may take longer depending on the child's needs.

Particular emphasis is placed on:

- Supporting the child to develop a secure relationship with their key person
- Ensuring the child feels safe and emotionally supported
- Allowing time for gradual separation from the carer

The child's wellbeing is closely monitored during the early stages, with a focus on emotional security, relationships and ability to engage with the environment.

Transitions, including the move to school, are handled sensitively. Relevant information is shared with receiving settings, with appropriate consent, to ensure continuity of care.

Observation and Monitoring

Ongoing observations are used to build a full understanding of the child, including:

- Emotional wellbeing and behaviour
- Communication and language
- Interests and learning
- Social interactions

Concerns are recorded and discussed with the child's carer and, where appropriate, other professionals.

Safeguarding

If there are concerns about a child's welfare, including concerns about the care they are receiving, these are managed in line with our safeguarding and child protection procedures.

- All concerns are recorded clearly and factually
- Concerns are shared with the Designated Safeguarding Lead immediately
- Referrals are made to children's social care where appropriate

We maintain regular contact with the child's social worker and attend relevant meetings as required.

Working in Partnership

We recognise the importance of strong, consistent communication. We:

- Maintain regular contact with the child's social worker and carers
- Contribute to review meetings and reports
- Share relevant information appropriately and securely
- Work collaboratively to support the child's development and wellbeing

Where appropriate and agreed, birth parents may be involved in aspects of the child's experience within the setting.

Uncollected Child Policy

Policy Statement

If a child is not collected by an authorised adult at their expected collection time, we follow agreed procedures to ensure the child remains safe, cared for and reassured. We aim to provide a high standard of care to minimise any distress to the child.

We ensure that parents/carers are aware of these procedures so that, if they are delayed, they understand how their child will be cared for.

Procedures

When a child starts at the setting, parents/carers are required to provide detailed contact information. This is recorded on the child's registration form and includes:

- Home address and telephone number
- Mobile telephone numbers
- Place of work and contact details (where applicable)
- Names, addresses and telephone numbers of authorised adults who may collect the child
- Details of who has parental responsibility
- Information about any person who does not have legal access to the child

Where possible, we request more than two emergency contact numbers in line with current safeguarding expectations.

Parents are asked to:

- Inform us in advance if collection arrangements change
 - Provide details of any alternative person collecting their child
 - Agree how the identity of that person will be verified (e.g. password system)
 - Contact the setting if they are running late
-

If a Child Is Not Collected

If a child is not collected at the agreed time, the following steps are taken:

- The child's records are checked for any changes to collection arrangements
- Parents/carers are contacted using all available contact numbers
- If unsuccessful, authorised emergency contacts are contacted

- All reasonable attempts are made to make contact

The child will only be released to an authorised person named on the child's records.

After a Delay

If a child has not been collected within **one hour** of their expected collection time and no contact has been made:

- We contact the local authority children's social care team:
 - **MASH: 0161 770 7777**
 - **Emergency Duty Team (out of hours): 0161 770 6936**
 - The child remains at the setting in the care of **at least two fully vetted staff members**, one of whom will be the manager or deputy manager
 - We continue to attempt contact with parents and emergency contacts
 - Social care will take responsibility for locating the parent/carer or arranging appropriate care
-

Safeguarding Considerations

- The child will be reassured and cared for in a calm and supportive manner
 - Staff will not discuss concerns in front of the child
 - Under no circumstances will staff leave the premises to search for parents
 - The incident will be treated as a potential safeguarding concern where appropriate
-

Recording and Follow-Up

- A full written record of the incident is completed and stored securely in the child's file
 - Patterns of late collection may be monitored as part of safeguarding and welfare considerations
 - Parents may be charged for additional time, depending on the circumstances
-

Ofsted Notification

Where appropriate, Ofsted will be informed of significant incidents.

Missing Child Policy

Policy Statement

Children's safety is our highest priority at all times, both on and off the premises. We take all reasonable steps to ensure children are kept safe through effective supervision, secure environments, and robust procedures for entry, exit and outings.

In the unlikely event of a child going missing, we follow clear procedures to ensure swift action is taken to locate the child and to safeguard all children in our care.

Procedures

Child Missing on the Premises

If a child is identified as missing, immediate action is taken.

- As soon as it is noticed that a child is missing, the child's key person informs the manager or person in charge immediately
- A headcount is carried out and the register checked to ensure no other child is missing
- A thorough search of the premises and outdoor areas is carried out immediately
- All doors, gates and access points are checked to identify any breach of security

If the child is not found quickly:

- The police are contacted immediately and the child is reported missing
- Parents/carers are informed without delay
- A recent photograph and description of the child, including what they are wearing, is provided to the police
- Children's social care will be informed where there are safeguarding concerns

The manager will:

- Establish when and where the child was last seen
 - Speak to staff and record all relevant information
 - Inform the registered provider/management team
-

Child Missing on an Outing

When children are off-site, staff maintain close supervision at all times. Headcounts are carried out regularly, particularly at transition points.

If a child goes missing:

- Staff gather the remaining children and carry out an immediate headcount
- Children are kept close and reassured
- One staff member searches the immediate area without leaving the group unsupervised

If the child is not found quickly:

- The police are contacted immediately
- The manager is informed (if not present)
- Parents/carers are informed without delay

Following this:

- One senior member of staff remains at the location to assist the police
- Other staff return the remaining children to the setting as soon as possible
- A recent photograph and description of the child is provided to the police

Staff remain calm and ensure the other children are supported and reassured.

The Investigation

Following any missing child incident:

- Ofsted is informed as soon as reasonably practicable
- A full internal investigation is carried out by the manager and/or registered provider
- Written statements are obtained from all staff present
- A detailed incident report is completed, including:
 - Date and time of the incident
 - Where the child went missing from
 - Staff and children present
 - When the child was last seen
 - Actions taken
- The report is signed, dated and securely stored
- A review is carried out to identify how the incident occurred and what improvements are required

If the police or children's social care lead the investigation, we fully cooperate.

Where appropriate:

- Ofsted is kept updated
 - The insurance provider is informed
 - Disciplinary procedures are followed if required
-

Managing the Incident

Missing child incidents are extremely distressing for everyone involved. We aim to manage the situation with sensitivity and professionalism.

- Staff are supported throughout the incident and any subsequent investigation
- Parents are kept informed and supported, recognising that they may be distressed or upset
- At least two senior staff members meet with parents to discuss the incident

We ensure that:

- Children in the setting are reassured and cared for appropriately
- Staff do not discuss the incident in front of children
- Information is shared appropriately and confidentially

Where needed, support such as counselling may be offered to staff.

Communication and Confidentiality

- All incidents are recorded and handled confidentially
- Staff must not speak to the media about the incident
- Any external communication is managed by the registered provider or manager

Attendance and Absence Monitoring

Policy Statement

At Heathcot Pre-School, we recognise that regular attendance is essential for children's development, wellbeing and safeguarding. Consistent attendance supports children's learning, emotional security and continuity of care.

We are committed to working in partnership with parents and carers to promote good attendance and ensure that any absence is promptly identified, followed up and appropriately managed.

This policy reflects the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS), including updated expectations (2025), and is underpinned by our duty to safeguard all children.

Reporting Absences

Parents and carers must notify the setting by 9:00am on the day of absence via the Family App.

When reporting an absence, parents must provide:

- The reason for absence (e.g. illness, holiday, appointment)
- The child's expected return date

Where a child is absent and no notification has been received, the setting will take immediate steps to follow up.

Acceptable Absences

We recognise that children may be absent for valid reasons, including:

- Illness
 - Medical or dental appointments (where possible arranged outside nursery hours)
 - Family emergencies
 - Religious observance
 - Planned holidays (with prior notice)
-

Unexplained or Prolonged Absence

We will follow up promptly where:

- A child is absent without prior notification

- A child is absent for more than two consecutive days without explanation
- Patterns of absence are identified (e.g. repeated absence on specific days)

These procedures form part of our safeguarding responsibilities to ensure all children are safe and well.

Safeguarding Procedures for Absence

If we are unable to establish contact with a parent or carer, we will take proportionate action, which may include:

- Contacting all available emergency contacts
- Attempting repeated contact at different times of the day
- Conducting a home visit where appropriate and safe to do so
- Escalating concerns to relevant safeguarding agencies, including children's social care

We follow the procedures set out by the Oldham Safeguarding Children Partnership (OSCP) in all cases.

All actions taken are recorded clearly, including dates, times and outcomes.

Holidays and Planned Absences

Parents are required to provide at least two weeks' notice for any planned absence, including holidays.

Requests must include:

- Date of departure
- Date of return

This should be submitted via Family.

Attendance Monitoring

We monitor children's attendance on an ongoing basis.

Where concerns arise regarding frequent or prolonged absence:

- Patterns will be reviewed
- Parents may be invited to attend a meeting
- The child's wellbeing and access to early years provision will be considered

- Safeguarding implications will be assessed

We aim to support families and address any barriers to attendance in a sensitive and supportive manner.

Emergency Contact Requirements

In line with safeguarding responsibilities and EYFS requirements (2025), all children must have a minimum of two emergency contacts recorded.

These contacts must:

- Be aged 16 years or over
- Be contactable during setting hours
- Be aware they may be contacted by the setting

Required Contacts:

- Primary Contact – usually a parent/carer
- Secondary Contact – a trusted adult (e.g. grandparent, family friend, neighbour)

Emergency contacts may be used where:

- Parents/carers cannot be reached
 - A child remains uncollected
 - There are concerns regarding the child's welfare
 - We need to verify the child's safety during an unexplained absence
-

Maintaining Accurate Contact Information

Parents are responsible for ensuring that all contact details are accurate and up to date.

Any changes must be reported to the setting immediately.

All information is stored securely and managed in accordance with:

- UK GDPR
-

Safeguarding Principles

This policy operates in line with our Safeguarding and Child Protection Policy.

We recognise that:

- Unexplained absence may be an indicator of safeguarding concerns

- Early identification and action are essential
- Information must be recorded accurately and shared appropriately

Children's welfare remains our highest priority at all times.

Pre-Existing Injuries

Policy Statement

A pre-existing injury is any injury a child has sustained before arriving at the setting, either while in the care of a parent/carer or another professional.

We have a duty to record all pre-existing injuries to ensure children's safety and wellbeing. Accurate recording supports effective safeguarding practice and helps ensure that any concerns about a child's welfare are identified and responded to appropriately.

All staff are responsible for recognising and recording pre-existing injuries in line with this policy.

Procedures

When a child arrives with an injury, the member of staff who observes it must record the details as soon as possible, ideally with the parent/carer present.

The record must include clear, factual information, including:

- A description of the injury (e.g. size, colour, shape and location)
- Use of a body map to show where the injury is positioned
- How and when the injury occurred (as explained by the parent/carer)
- Who was present at the time of the injury
- Whether medical advice or treatment was sought
- Any ongoing treatment or follow-up required

Where appropriate, simple comparisons (such as coin size) may be used to help describe the size of the injury.

All records must:

- Be completed on the same day the injury is noticed
- Be signed and dated by both the staff member and the parent/carer
- Have all sections fully completed
- Be passed to the manager without delay

Completed forms are stored securely in the **pre-existing injuries file**, in line with confidentiality and data protection requirements.

Injuries Not Reported by Parents

If a mark, bruise or injury is noticed during the session and has not been previously reported:

- Staff will discuss this with the parent/carer at collection
 - The parent/carer will be asked to provide an explanation
 - The details will be recorded and signed on the same day
-

Safeguarding Considerations

If a member of staff has any concerns about:

- The nature of the injury
- The explanation given
- Patterns of repeated injuries

They must follow the setting's safeguarding and child protection procedures immediately.

If the child is known to children's social care:

- The injury must be reported to the child's social worker
- A copy of the record may be shared in line with safeguarding and data protection guidance

All concerns are treated seriously and recorded appropriately.

Online Safety (Including Mobile Phones and Cameras)

Policy Statement

We take all reasonable steps to ensure that children are protected from risks associated with the use of Information and Communication Technology (ICT), including exposure to inappropriate materials, online risks and the misuse of mobile phones and cameras.

We recognise that technology is an integral part of everyday life. Our approach is to ensure that children are safeguarded while also developing early awareness of safe and responsible use in an age-appropriate way.

This policy should be read alongside our safeguarding and child protection procedures and is in line with guidance from the Department for Education and expectations of Ofsted.

Procedures

Designated Responsibility

The designated person responsible for coordinating online safety is:

Nusrat Javid (Manager)

They are responsible for ensuring appropriate procedures, monitoring and risk assessments are in place.

Use of ICT Equipment

We ensure that all ICT equipment used within the setting is safe and appropriate.

- Only setting-owned devices are used by staff and children
- Equipment is checked regularly to ensure it is safe and fit for purpose
- Virus protection and appropriate security systems are in place
- Filtering and monitoring systems are used to prevent access to inappropriate content
- Any second-hand equipment is checked thoroughly before use

All devices used by children are positioned so they are visible to staff at all times.

Internet Access

Children do not normally access the internet and are never allowed unsupervised access.

Where internet use supports learning:

- It is closely supervised by staff

- Parents are informed and give permission
- Content is carefully selected and appropriate

Children are supported to develop simple online safety awareness, including:

- Only going online with a trusted adult
- Being kind and respectful
- Keeping personal information safe
- Telling an adult if something worries them

Staff also promote children's resilience by supporting understanding of relationships, boundaries and seeking help.

Responding to Online Concerns

- Any inappropriate or concerning material is reported appropriately
- Concerns about possible online abuse or contact are reported in line with safeguarding procedures
- Where a child may be experiencing cyber-related harm, this is discussed with parents and appropriate support is signposted

Email and Communication

- Children do not use email within the setting
- Staff do not access personal emails while supervising children
- Personal information is only shared securely (e.g. encrypted systems)

Mobile Phones – Children

Children are not permitted to bring mobile phones or personal devices into the setting.

If a device is brought in:

- It is removed and stored securely
- It is returned to the parent/carer at collection

Mobile Phones – Staff and Visitors

To safeguard children:

- Staff personal phones are stored away during working hours
- Phones must not be used in areas where children are present
- In emergencies, phones may be used with management permission in a private area

On outings:

- A setting phone or authorised device may be used for emergency contact only
- Personal calls, messaging or photographs are not permitted

Parents and visitors:

- Are asked not to use mobile phones on the premises
- May be directed to a private area if use is essential

Cameras and Recording

- Personal cameras or recording devices are not permitted in the setting
- Photographs are only taken for valid reasons such as learning and development
- Written parental consent is obtained
- Images are stored securely and used appropriately

At events:

- Parents are reminded they must not photograph or share images of other children
- Safeguarding risks are minimised (e.g. no identifying information visible)

Social Media

Staff are expected to maintain professional conduct online.

- Personal accounts must have appropriate privacy settings
- Staff must not accept parents or children as social media contacts
- Confidential information must never be shared
- The setting must not be represented in a way that could cause harm or reputational damage

Any existing relationships must be declared to the manager and managed appropriately.

Online Learning Journals

Where online systems are used to record children's development:

- A risk assessment is completed
 - Systems are secure and GDPR compliant
 - Staff follow all guidance for safe use
-

Use of Inappropriate Images

Staff understand that:

- Sharing or storing inappropriate images is a serious offence
- Online grooming is a safeguarding concern

Any concerns about a colleague or other individual are:

- Reported immediately
- Managed in line with the safeguarding and child protection policy
- Staff must follow the setting's whistleblowing procedures if they have concerns about a colleague.

Lockdown Policy and Procedure

Policy Statement

The safety and welfare of children, staff and visitors is our highest priority.

We have procedures in place to respond to situations where it may be necessary to quickly secure the premises to protect those within the setting.

A lockdown may be required in response to a perceived or actual threat, including:

- A security risk in the local area
- An intruder on or near the premises
- A violent or aggressive incident
- A police incident nearby
- A terrorist threat or incident
- Environmental risks (e.g. chemical spill, dangerous animal)

We aim to act quickly, calmly and effectively to ensure everyone remains safe.

Types of Lockdown

Partial Lockdown (Heightened Alert)

- External doors and gates are secured
- Children remain inside the building
- Activities continue indoors

Full Lockdown (Emergency)

- Immediate action is taken to secure the building
 - Movement is restricted
 - Everyone remains in a safe location until advised otherwise
-

Procedures

Immediate Action

When a lockdown is required:

- The manager (or person in charge) initiates the lockdown
- Staff are alerted using an agreed signal or instruction

- All children are brought inside immediately (if outside)
 - External doors and windows are locked
 - Curtains/blinds are closed where appropriate
-

During Lockdown

Staff will:

- Remain calm and reassure children
 - Keep children away from doors and windows
 - Maintain supervision at all times
 - Keep noise levels low
 - Take a headcount and check registers
 - Keep children occupied with quiet activities where possible
-

Designated Safe Area

In the event of a full lockdown, all children and staff will gather in the designated safe area:

Cloakroom area

This area has been identified as the safest available space within the setting as it:

- Is away from main entrances and external doors
- Reduces visibility from outside
- Allows staff to safely supervise all children together

During lockdown:

- All children and staff will move quickly and calmly to this area
- The area will be secured as much as possible
- Children will be kept quiet, reassured and closely supervised

The designated safe area is reviewed as part of our risk assessment to ensure it remains suitable.

Security Measures

- No one is allowed to enter or leave the building during a lockdown unless authorised by emergency services
 - Mobile phones may be used to contact emergency services if required
 - The setting phone remains available for communication
-

Contacting Emergency Services

- The police will be contacted by dialing **999** if there is immediate danger
 - Staff follow instructions from emergency services at all times
 - The manager liaises with authorities as required
-

Communication with Parents

- Parents will be contacted when it is safe to do so
 - Parents must not come to the setting during a lockdown unless instructed
 - Updates will be provided as soon as possible
-

Ending the Lockdown

- Lockdown will only end when the manager or emergency services confirm it is safe
 - A register check is carried out
 - Normal activities resume gradually
 - Children are reassured and supported
-

After the Incident

Following a lockdown:

- A full incident record is completed
 - Ofsted will be notified if required
 - Parents will be informed of the situation
 - A review will take place to identify any improvements
 - Staff and children will be supported, recognising that such incidents may be distressing
-

Training and Practice

- Staff are informed of lockdown procedures as part of induction
 - Lockdown procedures are practised periodically
 - Staff understand their roles and responsibilities
-

Safeguarding and Prevent Duty

This policy supports our safeguarding responsibilities, including the **Prevent Duty** under the Counter-Terrorism and Security Act 2015.

Staff remain vigilant to signs of risk and follow safeguarding procedures where concerns arise.

Recording

- All lockdown incidents are recorded in detail
 - Records are stored securely in line with data protection requirements
-

Duty of Care

We have a duty to take all reasonable steps to ensure the safety of children and adults in our care.

Failure to follow lockdown procedures would be treated as a serious concern.

Information Sharing Policy and Procedure

Policy Statement

We recognise that effective information sharing is essential to safeguarding and promoting the welfare of children.

“Sharing information is an essential part of any frontline practitioner’s job... it could be the difference between life and death.”

(Information Sharing: Advice for Practitioners – HM Government)

We ensure that parents understand:

- How their information will be used
- When it will remain confidential
- When it may be shared without consent

We are committed to sharing information appropriately, lawfully and in the best interests of children.

Legal Framework

Information sharing is carried out in accordance with:

- **Data Protection Act 2018**
- **UK GDPR**
- **Working Together to Safeguard Children**

These frameworks **support safe information sharing** and do not prevent it where there is a safeguarding concern.

When We Share Information Without Consent

We may share confidential information without consent when it is in the **public interest**, including when:

- It is necessary to **protect a child or vulnerable adult from harm**
- It is required to **prevent or detect a crime**
- Not sharing information would place a child at greater risk

Decisions are:

- Based on the **facts of the case**

- Supported by the **management team or DSL**
 - Clearly **recorded with justification**
-

Procedures

Our procedures follow the **7 Golden Rules of Information Sharing**.

1. Data Protection is Not a Barrier

- Data protection law supports appropriate sharing
 - It provides a framework for safe and lawful processing
-

2. Be Open and Honest

We ensure parents:

- Receive this policy at registration
- Understand when information may be shared
- Sign consent forms acknowledging this

Parents are also informed about:

- Safeguarding responsibilities
 - Sharing with external agencies (e.g. SEN support, school transition)
-

3. Seek Advice if Unsure

- Staff discuss concerns in supervision
 - Managers seek advice from:
 - DSL
 - Local Authority / MASH
 - Identity is not disclosed when seeking advice unless necessary
-

4. Share With Consent (Where Appropriate)

- We seek informed consent wherever possible
- We respect refusal unless:

- There is a safeguarding risk
- Public interest overrides consent

Decisions are:

- Based on professional judgement
 - Supported by management
-

5. Consider Safety and Wellbeing

We always prioritise:

- The **safety of the child**
- The **impact on others**

We:

- Record concerns
 - Share with DSL immediately
 - Follow safeguarding procedures
-

6. Share Information Safely and Appropriately

Information shared must be:

- **Necessary**
- **Proportionate**
- **Relevant**
- **Accurate**
- **Timely**
- **Secure**

We follow our:

- Safeguarding Policy
 - Children's Records Policy
-

7. Record Decisions

We record:

- What was shared
 - With whom
 - Why it was shared
 - If not shared, the reasons why
-

Consent

General Principles

- Information shared by parents is treated as confidential
 - Consent is obtained in most cases
 - Parents are informed when consent may be overridden
-

How We Obtain Consent

- Written consent at registration
- Additional consent for:
 - SEN referrals
 - Development summaries
 - External agencies

Parents:

- Receive copies of signed forms
 - Are given clear explanations
-

Informed Consent Means

Parents understand:

- What information will be shared
- Why it is needed
- Who it will be shared with
- The implications of sharing

Consent may be:

- **Explicit** (written or verbal)

- **Implicit** (where clearly part of service provision)
-

Decision-Making Checklist

Before sharing information, we consider:

- Is there a **legitimate purpose**?
 - Is the information **confidential**?
 - Do we have **consent**?
 - Is there a **legal duty** to share?
 - Is there **public interest** to override consent?
 - Are we sharing the **right information** securely?
 - Have we **recorded the decision**?
-

Separated Parents

- Consent is normally obtained from **one parent with parental responsibility**
- Usually the parent the child lives with
- In disputes, decisions are made carefully and recorded

For looked-after children:

- We consult the **Local Authority (corporate parent)** where required
-

Safeguarding Priority

All information sharing decisions are subject to our overriding commitment:

→ **The safety and wellbeing of the child is paramount**

Confidentiality and Client Access to Records

Policy Statement

We recognise that staff and managers have a confidential relationship with children and their families. We respect the privacy of all children and families while ensuring that information is used appropriately to support children's welfare and development.

We follow guidance from *Information Sharing: Advice for Practitioners* and ensure that:

Information is shared with consent where appropriate, and without consent where there is a valid safeguarding reason.

All information is stored and managed in accordance with the **Data Protection Act 2018** and **UK GDPR**.

This policy should be read alongside our **Information Sharing Policy** and **Children's Records Policy**.

Confidentiality Procedures

General Principles

- Information shared between families and the setting is treated as confidential
 - Information is only shared with external agencies where necessary and appropriate
 - All information sharing follows our Information Sharing Policy
-

Working with Parents

- We check with parents whether information shared is confidential
 - Parents are informed when we record sensitive information, including:
 - Injuries or incidents
 - Safeguarding concerns
 - Discussions about family circumstances
 - Contact with external agencies
 - Parents may share information with others independently; the setting is not responsible for this
-

Staff Responsibilities

- Staff only discuss children with those directly involved in their care

- Sensitive information is shared on a **need-to-know basis**
 - Discussions with professionals are conducted formally, not informally
 - Confidentiality is part of staff induction and ongoing practice
-

Storage of Information

- Records are stored securely (locked cabinets or password-protected systems)
 - Electronic records are protected with secure passwords
 - Access is restricted to authorised staff only
-

Client Access to Records

Parents have the right to access records relating to their child, in line with data protection law.

Requesting Access

- Requests must be made **in writing** to the manager
 - We acknowledge the request and arrange access
 - Requests are processed within **one month** (in line with UK GDPR)
 - A reasonable administrative fee may be charged where appropriate
-

Preparing Records

The manager will:

- Review the file to ensure it is complete and in order
- Identify any information relating to third parties
- Seek consent from third parties where required

Third parties may include:

- Family members
- Professionals from other agencies (e.g. social care, health)
- Staff members

Where consent is refused:

- Information may be redacted (removed or anonymised)

- Legal advice may be sought where necessary
-

Sharing the Records

- A “**clean copy**” of the file is prepared with third-party information removed where required
- Parents are invited to view the file with the manager
- The contents are explained to ensure understanding
- Copies may be provided following discussion

Only individuals with parental responsibility (or their legal representative/interpreter) may access the records.

Accuracy and Disputes

- Records must be accurate and factual
- Parents may request corrections to factual inaccuracies
- Professional opinions will not be altered but parents’ views can be recorded

If a parent is dissatisfied:

- They are directed to the **Complaints Procedure**
-

Important Safeguards

- Records are never altered, removed or rewritten to make them more acceptable
 - All records reflect an accurate, professional and non-judgemental account
 - We do not keep unofficial or separate notes outside of official records
-

Legal and Safeguarding Considerations

- Legal advice may be sought in complex cases (e.g. court proceedings, safeguarding investigations)
- Information may be shared without consent where:
 - A child is at risk of harm
 - There are safeguarding concerns

The **child’s safety and wellbeing remains our paramount priority** at all times.

Working in Partnership with Other Agencies

Policy Statement

We recognise that effective partnership working with other agencies is essential to safeguarding and promoting the welfare, learning and development of children.

We work collaboratively with local and national agencies to:

- Support children's well-being
- Identify and respond to additional needs early
- Ensure coordinated and effective multi-agency support

Our approach reflects statutory guidance including:

- Working Together to Safeguard Children
 - Special Educational Needs and Disability Code of Practice 2014
-

Procedures

Partnership Working

- We work in partnership with a range of professionals and agencies to support children and families. These may include:
 - Health visitors
 - Speech and language therapists
 - Educational psychologists
 - Social workers
 - Early Help and SEND services
 - We recognise and respect the **roles, responsibilities and expertise** of all professionals involved.
 - We ensure all visiting professionals:
 - Are welcomed into the setting
 - Are treated with professionalism and respect
 - Understand our safeguarding and confidentiality expectations
-

Information Sharing

- We follow clear procedures for sharing information, as outlined in our:

- Information Sharing Policy
 - Safeguarding and Child Protection Policy
 - Supporting Children with SEN Policy
 - Information shared:
 - Is **necessary, relevant and proportionate**
 - Is shared **securely and appropriately**
 - Is recorded in line with our record keeping procedures
 - Information received from other agencies is treated as **third-party information** and:
 - Is kept confidential
 - Is not shared without consent, unless there is a safeguarding concern
-

Confidentiality and Professional Conduct

- Staff do not:
 - Share information casually
 - Seek informal advice about named children or families
 - Discuss confidential matters outside professional contexts
 - All discussions with other professionals:
 - Take place within a **formal, professional framework**
 - Are recorded where appropriate
-

Safeguarding and Child Protection

- We follow local safeguarding procedures when working with external agencies.
 - We ensure:
 - No visiting professional has **unsupervised access** to children
 - No access is given to other children not involved in their work
 - Where safeguarding concerns arise:
 - Information is shared **promptly and appropriately**
 - The Designated Safeguarding Lead coordinates communication
-

Supporting Children and Families

- We work with agencies to:
 - Identify children who may need additional support
 - Contribute to assessments (e.g. Early Help, EHCP processes)
 - Attend multi-agency meetings where required
- We support families by:
 - Signposting to relevant services
 - Sharing information about available support

Examples include:

- Health and wellbeing services
 - SEND support services
 - Family support and Early Help
 - Community and cultural organisations
-

Multi-Agency Collaboration

- We actively contribute to:
 - Multi-agency meetings
 - Reviews and assessments
 - Action plans for children
 - We ensure:
 - Accurate and timely information is shared
 - The child's best interests remain central
-

Key Principles

- The **child's welfare is paramount**
- Information is shared **appropriately and lawfully**
- Professionals work together with **mutual respect**

2. Health, Safety and Risk Management

Health and Safety – General Standards

Policy Statement

At Heathcot Pre-school, we take all reasonable steps to ensure the health, safety and well-being of children, staff, parents and visitors. We provide a safe, secure and well-maintained environment where risks are minimised and children can learn and play safely.

We promote a shared responsibility for health and safety and ensure that all staff understand their role in maintaining a safe environment.

The member of staff responsible for health and safety is **Nusrat Javid**, who is suitably trained and regularly updates her knowledge.

We comply with all relevant health and safety legislation and guidance.

Insurance

We hold appropriate insurance, including:

- Public liability insurance
- Employers' liability insurance

Certificates are displayed within the setting.

Procedures

Promoting Health and Safety Awareness

- All staff and volunteers receive health and safety information during induction
- Ongoing training and updates are provided regularly
- Health and safety is discussed at staff meetings
- Parents are informed of relevant health and safety procedures

We operate a **no-smoking policy** at all times.

Children are supported to learn about safety through daily routines, discussions and activities.

Environment and Premises Safety

Windows and Doors

- Windows are secure and made safe to prevent accidents
- Blind cords are secured to prevent strangulation risks
- Doors are fitted with safety devices to prevent finger injuries

Floors and Walkways

- Floors are checked daily to ensure they are safe, clean and dry
 - Spillages are cleaned immediately
 - Walkways and stairs are kept clear at all times
-

Equipment and Utilities

- Electrical and gas equipment is regularly checked and maintained
- Boilers, meters and switchgear are inaccessible to children
- Hot water temperatures are controlled to prevent scalding
- Sockets are used safely to avoid overloading
- Equipment is switched off after use

Lighting and ventilation are adequate throughout the setting.

Storage and Resources

- Resources and equipment are stored safely
 - Heavy or stacked items are secured to prevent accidents
 - Hazardous items are kept out of reach of children
-

Outdoor Safety

- Outdoor areas are secure, enclosed and checked daily
- Hazards such as rubbish or animal waste are removed
- Equipment is checked before use
- Children are appropriately dressed for weather conditions
- Outdoor play is always supervised

Sand areas are kept clean and covered when not in use.

Hygiene and Infection Control

We follow guidance from UK Health Security Agency to maintain high standards of hygiene.

- Daily cleaning routines are in place across all areas
 - Toilets and nappy changing areas are maintained to a high standard
 - Staff follow hygiene procedures including handwashing and use of protective equipment
 - Children are encouraged to develop good personal hygiene habits
-

Activities and Equipment Safety

- Equipment is checked before use and regularly maintained
- Unsafe equipment is removed immediately
- Materials used with children are non-toxic and safe
- Children are supervised at all times, especially during physical play

Sleeping children are checked regularly (at least every 10 minutes), and records are maintained.

Jewellery and Clothing

- Staff do not wear items that may pose a risk
 - Children's jewellery must be safe and appropriate
 - Hair accessories are removed during rest or sleep
-

Safety of Adults

We ensure that staff:

- Use safe lifting and handling techniques
- Have access to appropriate equipment (e.g. steps)
- Are not left working alone unsafely
- Receive guidance on maintaining their own health and safety

Accidents and staff absence are monitored to identify any concerns.

Control of Hazardous Substances (COSHH)

We follow the Control of Substances Hazardous to Health Regulations.

- Hazardous substances are stored securely and out of reach
- Risk assessments are in place for all chemicals
- Cleaning products are kept in original containers
- Use of chemicals is minimised where possible

Staff use protective equipment when required.

Maintaining Children's Safety and Security on Premises

Policy Statement

At Heathcot Pre-school, we take all reasonable steps to ensure the safety and security of children, staff and visitors at all times. We maintain secure premises and robust procedures so that children are protected from harm and are always supervised appropriately.

Security and supervision are an integral part of our safeguarding responsibilities, and all staff are vigilant in maintaining a safe environment.

Procedures

Children's Personal Safety

We ensure that children are cared for safely through effective supervision and safe staffing practices:

- All staff, volunteers and regular visitors are subject to appropriate suitability checks, including enhanced DBS checks with barred list checks, in line with statutory requirements
 - Children are supervised at all times and are never left unattended
 - Staff deployment ensures children are always within sight or hearing of an adult
 - A minimum of two adults are present on the premises at all times
 - Lone working with children is avoided unless absolutely necessary and risk assessed
 - Risk assessments are carried out regularly to ensure that all areas of the premises and activities remain safe for children
-

Security of the Premises

We maintain secure systems to prevent unauthorised access and ensure children cannot leave unnoticed:

- Clear procedures are in place for the safe arrival and collection of children
- Children are only released to authorised adults, in line with our collection procedures
- Registers are completed daily and include children, staff, volunteers and visitors
- Entry to the setting is controlled, and access is limited to authorised individuals
- Visitors are admitted by prior arrangement where possible and their identity is checked on arrival
- All visitors sign in and out and are supervised at all times while on the premises

Doors and access points are managed carefully:

- External doors and gates are kept secure to prevent unauthorised entry or exit
 - Additional doors leading to unsupervised or public areas are kept locked
 - Staff remain vigilant when opening doors to ensure children cannot leave unnoticed
-

Monitoring and Vigilance

- Staff remain aware of who is on the premises at all times
 - Any unknown person is challenged appropriately before being allowed access
 - Concerns about security are reported immediately to the manager
-

Safeguarding of Property and Belongings

- Staff personal belongings are stored securely during sessions
- Only minimal petty cash is kept on the premises
- Sensitive information is stored securely in line with data protection requirements

Risk Assessment

Policy Statement

At Heathcot Pre-school, we prioritise the health, safety and well-being of all children, staff, parents and visitors. We achieve this by identifying potential hazards and taking appropriate steps to minimise risks within our environment and daily practice.

Risk assessment is an ongoing process that enables us to create a safe environment while still allowing children to explore, learn and take appropriate risks as part of their development. We recognise that not all risks can or should be removed; instead, we take *reasonable precautions* to reduce the likelihood of harm while supporting children's independence and confidence.

Risk assessment involves carefully considering what could cause harm, evaluating the level of risk, and implementing measures to manage this effectively. This approach ensures that safety is balanced with opportunities for learning and exploration.

Our approach follows five key steps:

- Identifying hazards and potential risks within the environment or activity
- Deciding who may be at risk, including children, staff, visitors or others
- Evaluating the level of risk (low, medium or high), considering likelihood and impact
- Implementing control measures to reduce or manage risks
- Monitoring and reviewing risk assessments to ensure they remain effective

Procedures

General Risk Assessment Practice

- The manager is responsible for overseeing risk assessment procedures and ensuring that staff are appropriately trained in health and safety
 - Risk assessments cover both children and adults and apply to all areas of the provision
 - Written risk assessments are completed where appropriate to support staff practice and demonstrate compliance to parents, carers and inspectors
 - Risk assessments are reviewed regularly and updated following any changes, incidents or new activities
-

Daily, Weekly and Termly Checks

- Daily checks are carried out before each session to ensure the environment is safe for children
 - Ongoing checks are completed throughout the day as part of staff vigilance and supervision
 - More detailed weekly and termly checks are completed to review the safety of the premises, equipment and practices
 - Any hazards identified are addressed promptly, with actions recorded where necessary
-

Premises and Environmental Safety

- Regular checks are carried out on indoor and outdoor areas to identify potential hazards
 - Annual safety checks are completed for electrical systems, gas appliances and other relevant equipment
 - Appropriate records of all maintenance, checks and repairs are kept
 - Risk assessments include fire safety, hygiene and food safety considerations
-

Risk Assessment in Practice

Staff carry out risk assessments as part of everyday practice, including:

- Personal care routines, including nappy changing
 - Preparation and serving of food and drink
 - Managing children with allergies or medical needs
 - Cooking activities and use of equipment
 - Indoor and outdoor play, including climbing equipment
 - Use and storage of equipment, including specialist equipment for children with additional needs
 - Safe storage and use of hazardous substances, such as cleaning materials
 - Managing visitors, including those bringing equipment or animals into the setting
 - Responding to incidents or situations that may impact staff or children's safety
-

Off-Site Risk Assessment

- Risk assessments are completed for all outings and off-site activities
 - This includes visits to local areas, use of transport, home visits and staff duties outside the setting
 - Control measures are put in place to ensure children's safety at all times
 - These assessments are reviewed before each outing and adjusted where necessary
-

Health and Environmental Risks

- We take appropriate precautions to minimise exposure to environmental health risks, including Legionella
 - Guidance from the Health and Safety Executive (HSE) is followed where applicable
 - Staff are informed of any control measures and procedures relating to health risks within the setting
-

Monitoring and Review

- Risk assessments are regularly monitored to ensure they remain effective
- Following any accident, incident or near miss, risk assessments are reviewed and updated where necessary
- Staff contribute to identifying risks and improving safety practices through daily observations and discussions

Fire Safety and Emergency Evacuation

Policy Statement

At Heathcot Pre-school, we take all reasonable steps to ensure the safety of children, staff and visitors by maintaining high standards of fire safety and emergency preparedness. We ensure that appropriate fire prevention measures are in place and that all staff understand their roles and responsibilities in the event of an emergency.

Fire safety is managed through regular risk assessment, staff training and routine checks of equipment and procedures. A Fire Safety Logbook is maintained to record risk assessments, fire drills, equipment checks and any incidents.

We ensure our procedures are appropriate to our premises and comply with current legislation and guidance.

Procedures

Fire Safety Risk Assessment

- Fire safety is based on a thorough risk assessment carried out by a competent person
 - The manager is responsible for ensuring that a suitable fire risk assessment is in place and reviewed regularly
 - Risk assessments follow relevant government guidance for educational premises
 - The assessment identifies potential fire hazards, including:
 - Electrical equipment, plugs and wiring
 - Gas appliances and boilers
 - Cooking equipment
 - Flammable materials such as furniture, paper and soft furnishings
 - Cleaning chemicals and other hazardous substances
 - Sources of ignition such as matches or faulty equipment
 - Means of escape and exit routes
 - The setting maintains a copy of the building's fire risk assessment and contributes to ongoing reviews where required
-

Fire Safety Precautions

- Fire exits and escape routes are clearly identified, kept unobstructed and easily opened from the inside

- Fire doors are clearly marked and never blocked
 - Smoke detectors, alarms and firefighting equipment are installed appropriately and maintained in line with manufacturer guidance
 - Fire safety equipment is checked regularly and serviced as required
 - Electrical equipment is checked annually by a qualified professional, and any faults are addressed immediately
 - Staff are made aware of fire safety procedures during induction and through ongoing training
-

Emergency Evacuation Procedures

- Clear evacuation procedures are displayed throughout the setting
 - All staff, students and volunteers are familiar with evacuation routes and procedures
 - Children are supported to understand and practise safe evacuation in an age-appropriate way
 - Emergency procedures are shared with parents where appropriate
-

Fire Drills

- Fire drills are carried out regularly (at least once every term, or more frequently where required)
 - Drills are varied to ensure staff and children are familiar with different scenarios
 - All drills are recorded in the Fire Safety Logbook, including:
 - Date and time of the drill
 - Number of children and adults present
 - Time taken to evacuate
 - Any issues or delays encountered
 - Actions taken to improve procedures
-

Monitoring and Review

- Fire safety procedures are reviewed regularly and following any incident or drill
- The Fire Safety Logbook is maintained and kept up to date

- Any concerns or faults identified are addressed promptly to maintain a safe environment

Supervision of Children on Outings and Visits

Policy Statement

At Heathcot Pre-school, we recognise that outings and visits provide valuable opportunities to extend children's learning and experiences beyond the setting. We plan outings carefully to ensure they are safe, purposeful and enriching.

Children's safety remains our highest priority at all times. We ensure that robust procedures, clear supervision arrangements and thorough risk assessments are in place for all outings. All staff, volunteers and accompanying adults understand their roles and responsibilities and follow these procedures consistently.

Procedures

Planning and Risk Assessment

- All outings have a clear educational purpose linked to children's learning and development
 - A designated lead is appointed for each outing and takes overall responsibility for organisation and safety
 - Written risk assessments are completed for all outings and reviewed regularly
 - Specific risk assessments are carried out for children with additional needs, medical conditions or allergies
 - Outings will not go ahead if there are any concerns regarding safety, staffing or environmental conditions
 - Risk assessments are signed by the manager and relevant staff and are available to parents on request
-

Parental Consent

- Parents provide general consent for local outings as part of the registration process
 - Specific written consent is obtained for planned trips or outings beyond routine local visits
 - Parents are informed of the nature, location and purpose of outings
-

Staffing and Supervision

- A minimum of two staff members accompany children on all outings

- Staff ratios are increased for outings and are typically higher than within the setting (e.g. 1 adult to 2 children), depending on age, needs and the environment
 - Each child is assigned to a named member of staff to ensure clear responsibility and supervision
 - Staff carry out regular headcounts and maintain close supervision at all times, particularly near roads or in public spaces
 - Where part of the group remains in the setting, appropriate staffing is maintained in both locations
-

Role of Parents and Volunteers

- Parents accompanying outings are responsible for their own child unless they are registered and vetted as volunteers
 - Where appropriate, vetted volunteers may be included in ratios and allocated specific children
 - All adults are briefed on expectations, supervision and safety procedures before the outing
-

Safety Measures During Outings

- Children wear high-visibility vests or badges displaying the setting's name and contact number (not the child's name)
 - A list of all children attending, including emergency contact details, is taken on every outing
 - A mobile phone is carried at all times for communication
 - Staff take essential items appropriate to the outing, including:
 - First aid kit
 - Medication (where required)
 - Tissues, wipes and spare clothing
 - Food and drinking water
 - Children are dressed appropriately for the weather and activity, including sun protection where required
-

Transport and Travel

- Safe travel arrangements are always used, including appropriate car seats, booster seats and seat belts
 - Children are supervised closely when walking, and hand-holding is used where necessary
 - Children do not eat whilst travelling in vehicles to reduce risk of choking
 - Any external transport providers are reputable, and drivers do not have unsupervised access to children
-

Recording and Monitoring

- All outings are recorded, including:
 - Date and time
 - Location and type of outing
 - Staff and children attending
 - Time of departure and return
- Any incidents or concerns during outings are recorded and reviewed to inform future practice

Animals in the Setting

Policy Statement

At Heathcot Pre-school, we recognise that contact with animals and living creatures can support children's learning about the natural world and promote curiosity, care and respect for living things. We ensure that any interaction with animals is safe, supervised and managed in line with appropriate hygiene and welfare standards.

We take all reasonable steps to minimise risks to children, staff and animals, ensuring that activities involving animals are carefully planned and risk assessed.

Procedures

Animals Kept in the Setting

Where animals are kept as pets within the setting:

- The views of parents and children are considered before introducing any animal, including any allergies, fears or cultural considerations
- A risk assessment is carried out to identify and minimise any potential health or safety risks
- Animals are housed in suitable, secure and clean environments appropriate to their needs
- Staff responsible for the animal are knowledgeable about its care, including feeding, cleaning and general welfare
- Arrangements are in place for the animal's care during weekends and holidays
- Animals are registered with a veterinary practice where appropriate, and health checks, vaccinations and treatments are kept up to date

Children's interaction with animals is carefully managed:

- Children are taught how to handle animals gently and appropriately
- All interactions are closely supervised by staff
- Children wash their hands thoroughly after handling animals
- Children do not come into contact with animal waste or soiled bedding

Staff follow hygiene procedures:

- Disposable gloves are worn when cleaning animal enclosures or handling waste
- Animal areas are cleaned regularly and kept hygienic

Animals Brought into the Setting

- Any animals brought in by visitors remain the responsibility of the owner
 - A risk assessment is carried out prior to the visit
 - Clear guidance is given on how the animal should be handled safely
 - Children are supervised at all times during the interaction
-

Visits to Farms, Zoos and Similar Venues

- A specific risk assessment is completed prior to any visit involving animals
- The setting checks with the venue for any known health risks (e.g. outbreaks of infection) before the visit
- Children are supervised closely at all times
- Handwashing is carried out immediately after contact with animals
- Appropriate hygiene measures are followed, including cleaning footwear where necessary

Additional precautions include:

- Staff or visitors who are pregnant are advised to avoid contact with certain animals (e.g. sheep) and seek medical advice before attending
 - All visits are carried out in line with the setting's outings procedures
-

Monitoring and Review

- Activities involving animals are regularly reviewed to ensure safety and suitability
- Any incidents or concerns are recorded and used to inform future practice

No-Smoking

Policy Statement

At Heathcot Pre-school, we are committed to providing a healthy, safe and smoke-free environment for children, staff, parents and visitors. In line with health and safety legislation and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, smoking is not permitted anywhere on the premises, including outdoor areas.

This policy applies to all forms of smoking, including e-cigarettes and vaping devices. We recognise the importance of protecting children from exposure to smoke and ensuring a positive, healthy environment at all times.

Procedures

General Expectations

- The setting operates a strict no-smoking policy at all times, both indoors and outdoors
 - This applies to staff, parents, visitors, contractors and volunteers
 - No-smoking signage is displayed clearly at entrances and around the premises
 - The policy is shared with staff and parents as part of induction and ongoing communication
-

Staff Responsibilities

- Staff must not smoke or use e-cigarettes/vapes anywhere on the premises
 - Smoking is only permitted during designated breaks and must take place well away from the setting
 - Staff must not smoke while wearing setting uniform or must ensure it is fully covered
 - After smoking, staff must take reasonable steps to minimise odour and the effects of passive smoking before returning to work with children
 - Staff must ensure that smoking does not impact their ability to provide safe and appropriate care
-

Visitors and Parents

- Parents, carers and visitors are not permitted to smoke or use e-cigarettes on the premises
- Anyone found smoking on site will be asked to stop or leave the premises

Compliance and Enforcement

- All staff are expected to adhere to this policy at all times
- Failure to comply may result in disciplinary action in line with the setting's procedures
- Smoking in a smoke-free area is a criminal offence and may result in a fixed penalty notice or further legal action

First Aid

Policy Statement

We are able to take prompt and appropriate action to administer first aid treatment in the event of an accident or injury involving a child or adult.

At least one member of staff who holds a current paediatric first aid (PFA) certificate is present on the premises at all times and accompanies children on outings. Staff who have completed an early years qualification at Level 2 or 3 since 30 June 2016 also hold a valid paediatric first aid certificate in order to be included in staff-to-child ratios.

Paediatric first aid training includes care for infants and young children and is renewed as required to ensure ongoing compliance.

This policy is in line with the requirements of the Early Years Foundation Stage (EYFS) and relevant health and safety legislation.

Procedures

First Aid Kit

We maintain a fully stocked first aid kit, which is easily accessible to staff at all times and kept out of the reach of children.

- The contents of the first aid kit meet recommended guidance
 - A named member of staff is responsible for regularly checking and replenishing the kit
 - Staff and volunteers are informed of the location of the first aid kit
 - A list of staff holding current paediatric first aid certificates is displayed within the setting
-

Administering First Aid

In the event of an accident or injury:

- First aid is administered by a qualified first aider
- The child is comforted and closely monitored
- Appropriate hygiene procedures are followed
- Staff use appropriate personal protective equipment (PPE), such as gloves, when dealing with bodily fluids

For minor injuries:

- Parents/carers are informed when the child is collected
 - Parents may be contacted earlier if the child is distressed or if further advice is required
-

Emergency Treatment

In the case of a serious injury or emergency:

- An ambulance is called immediately
- Parents/carers are contacted without delay
- A member of staff accompanies the child to hospital if required

Parents provide consent at registration for emergency medical treatment, including transport to hospital where necessary.

Recording and Reporting

All accidents and injuries are:

- Recorded in the accident record
- Signed by the member of staff who administered first aid and the parent/carer
- Stored securely in line with data protection requirements

Where required, incidents are reported in line with statutory guidance to:

- The Health and Safety Executive (RIDDOR)
 - Ofsted
 - Other relevant agencies, in accordance with safeguarding procedures
-

Medication

Medication is only administered in accordance with our Administering Medicines Policy.

Recording and Reporting of Accidents and Incidents Policy

Policy Statement

We follow the requirements of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) and the Early Years Foundation Stage to ensure that all accidents and incidents are recorded, reported and reviewed appropriately.

We maintain accurate records to support children's safety, identify risks and ensure that appropriate action is taken. Child protection concerns or behavioural incidents are managed under separate policies.

Procedures

Accident Records

We maintain an accident record which:

- Is kept securely and confidentially
- Is accessible to all staff and volunteers
- Is completed promptly and accurately
- Is reviewed regularly (at least half-termly) to identify patterns, risks or hazards

All staff are trained in how to complete accident records correctly.

Reporting Accidents

We notify Ofsted as soon as reasonably practicable, and within 14 days, of any:

- Serious accident or injury to a child
- Serious illness of a child
- Death of a child in our care
- Food poisoning affecting two or more children

We also:

- Inform local child protection agencies where appropriate
 - Report outbreaks of food poisoning to the Environmental Health Department
 - Follow any advice given by relevant agencies
-

RIDDOR Reporting

We comply with RIDDOR requirements and report to the Health and Safety Executive (HSE) where necessary.

This includes:

- Accidents resulting in a child or adult being taken directly to hospital for treatment
- Specified injuries to staff (e.g. fractures, loss of consciousness, serious burns)
- Staff absence from work for more than seven consecutive days due to a work-related injury
- Diagnosed occupational diseases
- Work-related deaths
- Dangerous occurrences (e.g. gas leaks or serious equipment failure)

All relevant incidents are recorded and reported in line with HSE guidance.

Incident Recording

We maintain an incident record for significant events that affect the safety or operation of the setting.

Examples include:

- Break-ins, theft or unauthorised access
- Fire, flood, gas leak or electrical failure
- Serious accidents or assaults
- Racist or discriminatory incidents
- Notifiable diseases or outbreaks
- Terrorist threats or serious emergencies

For each incident, we record:

- Date and time
- Nature of the event
- Who was involved
- Action taken
- Whether external agencies were contacted
- Any follow-up actions

Where appropriate, witness statements are obtained.

Responding to Incidents

- Emergency services are contacted immediately where required
- Staff follow relevant emergency procedures (e.g. fire evacuation or lockdown)
- The manager assesses whether the setting can remain open or must close

If an incident occurs before opening, a risk assessment is carried out before children are admitted.

Serious Incidents

In the event of a serious incident:

- Emergency services are contacted immediately
 - Parents/carers are informed as soon as possible
 - Staff follow guidance from emergency services
 - Full records are completed after the incident
-

Safeguarding and Confidentiality

- The incident record is not used for safeguarding concerns relating to individual children; these are recorded separately in line with safeguarding procedures
 - All records are kept confidential and stored securely
-

Monitoring and Review

We regularly review accident and incident records to:

- Identify patterns or recurring risks
 - Improve safety procedures
 - Inform risk assessments and staff practice
-

Education Inspection Framework

In line with inspection expectations, we maintain a summary record of:

- Accidents and incidents

- Behaviour concerns
- Discriminatory or racist incidents
- Complaints and outcomes

Manual Handling

Policy Statement

At Heathcot Pre-school, we aim to comply with the requirements of the *Manual Handling Operations Regulations 1992 (as amended 2002)*. While it is not always possible to eliminate manual handling, we recognise that safe and correct techniques significantly reduce the risk of injury to staff and children.

Manual handling includes a wide range of activities such as lifting, lowering, carrying, pushing or pulling objects or people. This includes both inanimate loads (e.g. equipment, furniture) and supporting children.

Where possible, we aim to reduce or eliminate the need for hazardous manual handling. Where this is not possible, tasks are risk assessed and appropriate control measures are put in place to minimise risk.

Procedures

General Principles

Staff are expected to:

- Only undertake manual handling tasks if they have received appropriate guidance or training
 - Be aware of their own physical capability and not attempt tasks that may cause injury
 - Inform the manager of any health condition, including pregnancy, that may affect their ability to carry out manual handling safely
 - Stop immediately if they feel pain, strain or discomfort
-

Assessing the Task

Before carrying out any manual handling activity, staff should:

- Consider the task, including what is being moved and where it is going
- Plan the route in advance and remove any obstacles
- Ensure the environment is safe (e.g. dry floors, adequate lighting, sufficient space)
- Assess the weight, size and shape of the load and whether it can be managed safely
- Avoid lifting from the floor or above shoulder height where possible
- Seek assistance where a load is heavy, awkward or unsafe to manage alone

Where more than one person is involved:

- The task should be planned in advance
 - One person should take the lead and give clear instructions
-

Safe Handling Techniques

When lifting or moving items, staff should:

- Keep the load close to the body at all times
 - Use a stable stance with feet apart for balance
 - Bend knees and keep the back straight when lifting
 - Avoid twisting, stretching or sudden movements
 - Lift smoothly and carefully, keeping control throughout
 - Lower loads using the same safe technique
-

Moving and Positioning Loads

- Ensure a clear line of vision when carrying items
 - Move carefully and at a steady pace
 - Avoid carrying loads over long distances
 - Position loads securely when setting them down
 - Take care to avoid trapping fingers or toes
-

Clothing and Equipment

- Wear appropriate clothing and footwear to support safe movement
 - Use personal protective equipment (PPE) where required
 - Check any equipment before use to ensure it is safe and suitable
-

Managing Risks

We reduce the risks associated with manual handling by:

- Identifying potential hazards through discussion and review of incidents
- Carrying out risk assessments for tasks where injury may occur
- Adjusting tasks, equipment or the environment where possible

- Completing individual risk assessments for staff who may be at higher risk, including during pregnancy
-

Lifting and Handling Children

Lifting children requires additional care, as children may move unexpectedly.

Staff should:

- Follow safe lifting techniques while remaining aware of the child's movements
- Lift children using a secure hold (supporting under the body and back)
- Encourage children to assist by holding onto the adult where appropriate
- Avoid carrying children on the hip where possible
- Stop immediately if a child becomes unsettled or struggles, and reposition safely before continuing

Manual handling of children should be kept to a minimum and only carried out where necessary for care, safety or well-being.

Monitoring and Reporting

- Any injuries, strains or concerns must be reported immediately to the manager
- Manual handling practices are reviewed regularly and following any incident
- Risk assessments are updated where changes to tasks or environments occur

Food Hygiene Policy

Policy Statement

We maintain the highest standards of food hygiene to ensure that all food provided or handled within the setting is safe for children to eat.

We follow current food safety guidance and implement effective procedures for the safe purchase, storage, preparation and serving of food.

We are registered with the local authority Environmental Health Department where required.

Procedures

Food Safety Management

We follow the principles of **Hazard Analysis and Critical Control Point (HACCP)**, in line with guidance from the Food Standards Agency.

All staff involved in food handling:

- Follow the *Safer Food, Better Business* guidance
- Receive appropriate food hygiene training
- Understand how to reduce risks of contamination

The person responsible for food preparation:

- Carries out daily checks to ensure standards are maintained
 - Ensures all procedures are consistently followed
-

Food Storage and Handling

- Food is sourced from reputable suppliers
- All food is stored safely at appropriate temperatures
- Food is checked regularly to ensure it is in date and safe to use
- Food is protected from contamination (e.g. pests, mould)

Packed lunches:

- Are stored appropriately to maintain food safety
- Should be kept cool (e.g. using ice packs where needed)
- Must be consumed within safe time limits

Cleaning and Hygiene

We maintain high standards of cleanliness throughout the setting:

- Food preparation areas are cleaned before and after use
- Separate facilities are used for handwashing and washing up
- All surfaces are clean, non-porous and regularly disinfected
- Utensils and crockery are cleaned and stored appropriately
- Waste is disposed of daily

Cleaning materials and hazardous substances are stored safely out of children's reach.

Kitchen Safety

- Children do not have unsupervised access to the kitchen
- Staff supervise all food-related activities

During cooking activities, children:

- Are closely supervised
 - Learn basic hygiene practices (e.g. handwashing)
 - Are kept away from hot surfaces and equipment
-

Reporting Food Poisoning

Not all cases of sickness or diarrhoea are due to food poisoning; however, where food poisoning is suspected:

- The manager contacts the Environmental Health Department
- We follow all advice and cooperate with any investigation

We notify Ofsted of:

- Any confirmed cases of food poisoning affecting two or more children
- Notification is made as soon as reasonably practicable and within 14 days

3. Care and Wellbeing

Managing Children Who Are Sick, Infectious, or With Allergies

Policy Statement

We aim to promote the good health of all children attending the setting by preventing the spread of infection and taking appropriate action when children are unwell.

We also ensure that children with allergies or medical needs are identified early and supported effectively, with clear procedures in place to reduce risks and respond appropriately.

Procedures for Children Who Are Sick or Infectious

If a child becomes unwell during the session:

- The manager will contact parents/carers immediately and ask for the child to be collected
- The child will be made comfortable and cared for until collection
- In an emergency, an ambulance will be called and parents informed without delay

Where a child has a temperature:

- They will be kept comfortable (e.g. removing excess clothing)
- Their temperature may be monitored using appropriate equipment
- They will be closely supervised

We may refuse admission to children who are unwell, including those with:

- Temperature
- Sickness or diarrhoea
- Contagious or infectious illnesses

To prevent the spread of infection:

- Children must remain at home for **48 hours after the last episode of sickness or diarrhoea**
- Children prescribed antibiotics should remain at home for at least **48 hours**, where appropriate
- Parents may be asked to seek medical advice before returning

During outbreaks:

- Certain activities (e.g. sand, water play, shared food) may be temporarily stopped

- Enhanced cleaning procedures are implemented

We follow current guidance on exclusion periods for infectious illnesses.

Notifiable Diseases

If a child or adult is diagnosed with a notifiable disease under the Health Protection (Notification) Regulations:

- The case is reported by the GP to the relevant authority
 - We inform Ofsted
 - We follow guidance from health protection services and take appropriate action
-

Infection Control and Hygiene

We follow strict hygiene procedures when dealing with bodily fluids:

- Staff wear disposable gloves and aprons
- Soiled clothing is bagged and returned to parents
- Spills are cleaned immediately using appropriate disinfectant
- Contaminated surfaces, toys and equipment are thoroughly cleaned

These procedures apply to all children and adults to prevent cross infection.

Head Lice

- Head lice are not an excludable condition
- Parents are informed if cases are identified
- Parents are expected to treat their child promptly

In exceptional cases, we may request temporary absence until treated.

Procedures for Children with Allergies

When a child starts at the setting:

- Parents are asked to provide details of any known allergies
- Information is recorded on the child's registration form

If a child has an allergy:

- A detailed risk assessment is completed, including:

- The allergen
- Signs and symptoms
- Required treatment
- Preventative measures
- An individual health care plan is created
- Information is shared with all relevant staff
- Key details are displayed discreetly for staff awareness

Where necessary:

- Emergency medication (e.g. EpiPen) is kept easily accessible
- Staff are trained in recognising and responding to allergic reactions

We aim to minimise risk within the setting environment. For example:

- Nut products are not used where possible
- Parents are asked not to bring allergen-related foods into the setting

Insurance and Medical Requirements

We ensure that all procedures relating to allergies and medical conditions meet insurance requirements.

For children with significant medical needs:

- Written medical advice is obtained from a GP or specialist
- Parental consent is in place
- Staff receive appropriate training

For life-saving medication (e.g. EpiPens):

- Medication must be readily accessible
- Staff must be trained in its use
- Clear emergency procedures are in place

Where required, documentation is shared with the appropriate insurance provider.

Monitoring and Safeguarding

- All health concerns are monitored and recorded
- Patterns of illness or absence are reviewed

- Any concerns are followed up in line with safeguarding procedures

Nappy Changing and Intimate Care Policy

Policy Statement

We ensure that no child is excluded from our setting if they are not yet toilet trained. We work in partnership with parents to support children in developing independence with toileting, unless there are medical or developmental reasons why this is not appropriate.

We provide appropriate nappy changing and toileting facilities and follow strict hygiene procedures. We view nappy changing and intimate care as an important part of a child's personal care, supporting dignity, wellbeing, safety and independence.

We are committed to ensuring that all children are treated with respect and sensitivity during personal care routines. Intimate care is carried out in a way that protects children's privacy, promotes their independence and safeguards their wellbeing at all times.

Procedures

General Practice

- Each child has an individual changing routine, managed by their key person
 - Nappies are changed regularly and whenever required
 - Children are supported to move to pull-ups or training pants when developmentally ready, in partnership with parents
 - Parents are kept informed of their child's changing routines and any concerns
-

Hygiene and Safety

- Staff wear gloves and aprons when changing nappies (always for soiled nappies)
 - Changing areas are cleaned after each use using appropriate disinfectant
 - All staff follow strict hygiene procedures
 - Children are never left unattended on a changing mat
 - The changing area is safe, warm and suitable for children
 - Each child has their own named supplies (nappies, wipes, etc.)
-

Respect, Dignity and Safeguarding

- Nappy changing and toileting are carried out in a calm, respectful and caring way

- Children’s dignity and privacy are always respected
- Staff use appropriate, respectful language at all times
- Staff do not make negative, inappropriate or judgemental comments
- Children are reassured and supported if they feel uncomfortable or upset

Staff remain vigilant at all times and:

- Are alert to any marks, injuries or changes in presentation
 - Follow safeguarding procedures if any concerns arise
-

Intimate Care and Consent

- Children are supported to understand what is happening during personal care routines
- Staff talk to children throughout the process in an age-appropriate way
- Children are encouraged to participate where possible (e.g. pulling up clothing, flushing the toilet)
- Care is carried out by known and trusted members of staff wherever possible
- Children are never forced or rushed during intimate care routines

We recognise that some children may require additional support due to age, development or medical needs, and this is provided sensitively and in partnership with parents.

Promoting Independence

- Children are encouraged to develop toileting skills at their own pace
- They are supported to use the toilet when ready
- Staff respond to children’s cues and encourage awareness of their own needs
- Handwashing is encouraged after each change or toilet use

We allow children time to explore and develop independence while maintaining good hygiene practices.

Disposal and Cleaning

- Nappies are disposed of hygienically in appropriate bins
- Soiled clothing is bagged and returned to parents

- Any solid waste is disposed of in the toilet
 - Changing areas and equipment are cleaned after each use
-

Duty of Care

We have a duty of care to meet children's personal needs appropriately and promptly.

Failure to change a child when required, or to meet their personal care needs, may constitute neglect and will be treated as a safeguarding concern and managed in line with our safeguarding and staff procedures.

Working in Partnership with Parents

- We work closely with parents to ensure consistency between home and the setting
- Parents are consulted regarding toileting routines and preferences
- Any concerns or changes in a child's needs are discussed sensitively with parents

Food and Drink Policy

Policy Statement

We recognise that snack and mealtimes are an important part of the day. They provide opportunities for children to develop healthy eating habits, social skills and independence.

We are committed to promoting healthy, balanced nutrition and ensuring that all food and drink provided by the setting meets children's individual dietary needs, including cultural, religious and medical requirements.

This policy should be read alongside our Lunchbox Policy, which outlines expectations for food brought from home.

Procedures

Promoting Healthy Eating

We promote healthy eating by:

- Providing a variety of nutritious foods
- Avoiding foods high in sugar, salt and saturated fats
- Offering a balance of familiar and new foods
- Encouraging children to try new foods in a supportive environment

We use mealtimes as an opportunity to:

- Talk about healthy choices
 - Develop positive attitudes towards food
 - Encourage independence and confidence
-

Dietary Needs and Allergies

- Parents provide information about dietary needs, preferences and allergies before their child starts
- This information is recorded and regularly reviewed
- All staff are made aware of children's individual dietary requirements

We ensure that:

- Children only receive food and drink suitable for their needs
- Allergies are managed carefully in line with safeguarding procedures

We aim to create an inclusive environment where children's dietary needs are respected without them feeling singled out.

Food Provided by the Setting

Where food is provided by the setting (e.g. breakfast or snacks), we ensure:

- Food is nutritious and appropriate for children's ages and stages
- A variety of foods are offered, including fruit, carbohydrates and dairy options
- Consideration is given to cultural and dietary requirements

Fresh drinking water is available at all times.

Milk is provided in line with the nursery milk scheme. Parents must provide alternatives if their child has specific dietary requirements (e.g. dairy-free).

Snack and Mealtimes

We organise snack and mealtimes to be:

- Social occasions where children and staff sit together
- Calm and enjoyable experiences
- Opportunities for children to develop independence (e.g. choosing, serving, feeding themselves)

We provide appropriate utensils based on children's age and stage of development.

Good Practice and Hygiene

- Children are encouraged to wash their hands before eating
 - Staff follow appropriate hygiene procedures when handling food
 - Children are supervised at all times during eating
-

Working in Partnership with Parents

We work closely with parents to:

- Ensure children's dietary needs are understood and met
- Share information about healthy eating
- Support consistent approaches between home and the setting

Lunchbox Policy

Policy Statement

This policy should be read alongside our Food and Drink Policy. It outlines the expectations for food brought into the setting to ensure all children receive safe, healthy and balanced meals.

We work in partnership with parents to promote healthy eating and to ensure children's dietary needs and safety are met.

Allergies and Safety

We are a **nut-free setting**.

- No nuts or products containing nuts are permitted
- Parents must inform staff of any allergies
- We may adapt this policy where necessary to ensure the safety of all children

Allergy information is shared with staff, and we ask all families to support us in keeping children safe.

Storage of Lunchboxes

- Lunchboxes must be clearly labelled with the child's name
- Food must be ready to eat (we are unable to heat food brought from home)
- As we do not have refrigeration facilities, lunchboxes should include an ice pack

Parents should ensure food remains safe to eat throughout the session.

What to Include in a Healthy Lunchbox

We ask that lunchboxes provide a balanced meal including a variety of food groups:

- **Carbohydrates:** bread, wraps, pasta, rice, chapatis
- **Protein:** meat, fish, eggs, beans, pulses
- **Dairy or alternatives:** cheese, yoghurt
- **Fruit and vegetables:** prepared fresh fruit or vegetables

Additional items such as:

- Rice cakes or crackers

- Low sugar yoghurt or desserts

For safety:

- Grapes, blueberries, cherry tomatoes and similar foods must be **cut lengthways**
-

Foods Not Permitted

To promote healthy eating and ensure safety, please do not include:

- Nuts or nut-based products
- Sugary drinks (water is provided)
- Chocolate spreads or jam-filled sandwiches
- High sugar cereals
- Chocolate, sweets, cakes or biscuits
- Crisps or popcorn
- Hot food or leftovers

Lunches that do not meet these expectations may be returned, and parents may be asked to provide an alternative.

Supporting Healthy Eating

We encourage children to develop healthy eating habits and independence during mealtimes.

Staff will:

- Sit with children during meals
 - Support and encourage positive eating
 - Promote good hygiene practices
-

Special Diets and Individual Needs

We recognise that some children may require adaptations due to:

- Medical needs
- Allergies
- Cultural or religious requirements

Where needed, arrangements will be agreed with the manager.

Younger Children and Weaning

For younger children:

- Food must be suitable for their stage of development
 - Parents should ensure food is prepared safely and appropriately
-

Further Guidance

Parents may find the following resources helpful:

- NHS Healthier Families
- NHS Start for Life guidance
- Early Years choking prevention guidance

Administering Medicines Policy

Policy Statement

While it is not our policy to care for sick children, who should remain at home until they are well enough to return, we recognise that some children may require medication to maintain their health or support recovery.

We ensure that medicines are administered safely, correctly and in accordance with legal requirements. Wherever possible, medication should be given at home; however, where it is necessary for a child's health, we will administer medication within the setting.

If a child is prescribed a new medication, parents are advised to keep the child at home for the first 48 hours to monitor for any adverse reactions.

Staff are responsible for the safe administration of medication, including obtaining written consent, checking medication, storing it correctly and maintaining accurate records. In the absence of the key person, the manager takes overall responsibility.

Procedures

General Principles

- Children receiving medication must be well enough to attend
- Medication is only administered where it is necessary for the child's health
- Only prescribed medication is administered, unless otherwise agreed (e.g. care plans)
- Medicines must be in-date, in original packaging and clearly labelled with the child's name
- Medication must not be the first dose given to a child

On receipt of medication, staff check:

- The child's name
 - Dosage and instructions
 - Expiry date
 - That it is prescribed for the current condition
-

Consent and Recording

Written parental consent is required before any medication is administered.

The consent form must include:

- Child's full name and date of birth

- Name and strength of medication
- Prescribing professional
- Dosage, timing and method
- Storage requirements and expiry date
- Known side effects
- Parent's signature and date

Each administration is recorded immediately and includes:

- Child's name
- Medication name and strength
- Date and time given
- Dose and method
- Signature of staff member and witness

Parents/carers are informed the same day and asked to sign the record.

Administration of Medication

- Medication is administered by a trained member of staff
- A second staff member witnesses all administration
- No child self-administers medication
- Children (e.g. with asthma) are encouraged to communicate their needs, but staff remain responsible

Where specialist knowledge is required, training is obtained from a health professional.

Storage of Medication

- Medication is stored safely out of reach of children
 - Medicines remain in original labelled containers
 - Refrigerated medication is stored appropriately
 - Medication is returned to parents at the end of the session unless agreed otherwise
 - All medication held in the setting is checked regularly for expiry
-

Long-Term Medical Conditions

For children requiring ongoing medication:

- A risk assessment is completed with parents and relevant professionals
 - An individual health care plan is created, including:
 - The child's needs
 - Medication procedures
 - Staff responsibilities
 - Emergency actions
 - Staff receive appropriate training
 - Plans are reviewed at least every six months or sooner if required
-

Outings and Emergency Situations

- Medication is taken on outings in a clearly labelled, secure container
- A copy of the consent form and recording sheet is included
- A trained staff member is responsible

In emergencies:

- The child's medication accompanies them to hospital
 - Parents are contacted immediately
-

Monitoring and Safeguarding

- Medication records are monitored for patterns or concerns
- Any concerns are addressed in line with safeguarding procedures

Safer Sleeping Policy

Policy Statement

We recognise that sleep and rest are essential for children's health, wellbeing and development. We provide a safe, calm and supervised environment where children can rest or sleep according to their individual needs and routines.

We follow current safe sleep guidance and ensure that all sleep practices prioritise children's safety at all times. As our setting cares for children over 12 months, our procedures are tailored accordingly.

We work in partnership with parents to ensure consistency between home and the setting, while maintaining safe and appropriate practice.

Procedures

Individual Needs and Routines

- Each child's sleep routine is discussed with parents and recorded
 - Children are supported to rest or sleep based on their individual needs
 - Sleep times are flexible and responsive, not forced
 - Changes in sleep patterns are shared with parents
-

Safe Sleep Practices

- Children are placed to sleep on their backs unless otherwise advised by a medical professional
 - Children sleep on appropriate equipment such as sleep mats or cots suitable for their age
 - Bedding is appropriate, clean and well-fitted
 - No pillows, duvets or soft toys that may pose a risk are used unless agreed with parents and assessed as safe
 - Rooms are well ventilated and maintained at a comfortable temperature
 - Children are appropriately dressed for sleep to prevent overheating
-

Supervision and Monitoring

- Sleeping children are checked at least every **10 minutes**

- Sleep checks are recorded, including time and staff initials
 - Staff remain vigilant at all times and are able to see or hear sleeping children
 - A member of staff holding a valid paediatric first aid certificate is always present
-

Settling Children to Sleep

- Children are settled in a calm and reassuring manner
 - Familiar comforters from home may be used where appropriate
 - Staff stay nearby until children are settled
 - Children are never left distressed or crying for prolonged periods
-

Arrival and Collection

- Children must **not be accepted into the setting while asleep**
 - Children must be **awake when leaving the setting**
 - Staff ensure smooth transitions between sleep and collection times
-

Hygiene and Safety

- Sleep equipment is cleaned regularly
 - Bedding is washed frequently and stored hygienically
 - Children's individual bedding is kept separate where applicable
 - Any soiled bedding is changed immediately
-

Responding to Concerns

- Staff remain alert to any changes in a child's sleep pattern or wellbeing
 - Concerns are recorded and shared with parents
 - Any concerns relating to a child's safety or health are reported in line with safeguarding procedures
-

Partnership with Parents

- Parents are informed of their child's sleep during the day

- Staff work with parents to support consistent routines where possible
 - Any specific requests from parents are considered alongside safe practice guidance
-

Recording

- Sleep times and checks are recorded daily
 - Records are stored securely in line with data protection requirements
-

Duty of Care

We have a duty to ensure that all children are kept safe while sleeping.
Failure to follow safe sleep procedures would be treated as a serious concern and managed in line with safeguarding and staff procedures.

4. Behaviour, Inclusion and Equality

Promoting Positive Behaviour Policy

Policy Statement

At Heathcot Pre-school, we believe children flourish when their personal, social and emotional needs are understood, supported and met. We provide a caring, consistent and inclusive environment where clear, fair and developmentally appropriate expectations for behaviour are in place.

We recognise that young children are still developing the skills needed to manage their feelings and behaviour. Staff support children through positive relationships, modelling appropriate behaviour and providing guidance to help them understand boundaries, regulate their emotions and develop respect for others.

We promote children's right to be listened to and supported, helping them to understand the impact of their behaviour on others.

A designated Behaviour Coordinator supports staff in managing behaviour consistently and effectively across the setting.

Our Approach to Behaviour

We use a graduated (stepped) approach to behaviour management to ensure early support, consistency and appropriate intervention where required.

All staff:

- Model positive, respectful behaviour
- Use calm, consistent language
- Support children to understand and manage their emotions
- Work closely with parents
- Maintain clear and fair expectations

All significant or ongoing behaviour concerns are recorded appropriately.

Step 1: Universal Support

We ensure that:

- The environment supports children's emotional well-being

- Daily routines are predictable and consistent
- Expectations are clear and age appropriate
- Staff use consistent strategies across the setting

Regular reflection and review of practice ensures the environment continues to support positive behaviour.

Step 2: Targeted Support

Where behaviour becomes repeated or concerning:

- The key person, Behaviour Coordinator, SENCo and/or manager discuss the behaviour
- Possible influences are considered (e.g. developmental stage, communication needs, changes at home, health)
- Adjustments to practice are made

If concerns continue:

- Parents are invited to discuss the behaviour
- Strategies are agreed between home and setting
- The child's voice is considered where appropriate

Where needed, focused observation is used to identify triggers and patterns in behaviour.

Step 3: Specialist Support

If behaviour continues or is of significant concern:

- A meeting is held with parents to agree next steps
 - Support plans are developed and regularly reviewed
 - External support may be sought (e.g. Early Help, SEND services)
-

Link with SEND and Safeguarding

We recognise that behaviour is a form of communication.

Where a child's behaviour is persistent or concerning, we consider whether this may be linked to:

- Special educational needs or disabilities (SEND)

- Communication or developmental needs
- Emotional well-being or changes in circumstances

The SENCo will be involved where appropriate, and a graduated approach will be followed in line with the SEND policy.

Where a child's behaviour raises safeguarding concerns, or there is reason to believe a child may be at risk of harm, the Safeguarding and Child Protection Policy will be followed immediately. Safeguarding concerns are never delayed in favour of behaviour or SEND processes.

Supporting Children to Manage Behaviour

Staff support children by:

- Remaining calm and consistent
- Stopping unsafe behaviour immediately
- Acknowledging children's feelings
- Helping children understand what has happened
- Supporting children to resolve conflicts

We use simple conflict resolution approaches and observation methods (e.g. identifying triggers and responses) to support children effectively.

Rewards and Sanctions

We focus on helping children develop an understanding of behaviour rather than relying on rewards or punishments.

- Praise is used to recognise effort, kindness and positive choices
- Children are supported to reflect and learn from situations

We do not:

- Label children negatively
- Shame, humiliate or shout
- Use punishment or isolate children

Where needed, children may be supported away from a situation with an adult to help them calm and regulate.

Physical Intervention

Physical intervention is only used when necessary to:

- Prevent harm to a child or others
- Prevent serious damage to property

Any use of reasonable force:

- Is proportionate and minimal
- Is recorded
- Is shared with parents on the same day

Corporal punishment is never used.

Aggressive or Harmful Behaviour

Where behaviour may cause harm:

- Staff intervene immediately
- All children involved are supported
- Parents are informed where appropriate

If behaviour is significant:

- A risk assessment is completed
- Strategies are put in place to reduce recurrence
- External advice may be sought if needed

Relevant agencies, including Ofsted, are informed where required.

Behaviour of Adults

We expect all adults to model respectful and appropriate behaviour.

We do not tolerate:

- Discriminatory or prejudiced behaviour
- Aggressive or inappropriate conduct

Concerns about adult behaviour will be addressed promptly and may result in further action.

Valuing Diversity, Promoting Inclusion and Equality

Policy Statement

At Heathcot Pre-school, we are committed to providing an inclusive environment where all children and families feel valued, respected and supported. We recognise and celebrate the diversity of our community and understand that children come from a wide range of backgrounds, family structures and experiences.

We acknowledge that factors such as disability, ethnicity, language, religion, gender, family circumstances and socio-economic background can impact children's well-being and outcomes. We are committed to ensuring that all children have equal opportunities to learn, develop and thrive.

Our practice is underpinned by the principles of equality, inclusion and anti-discriminatory practice, in line with the Equality Act 2010 and the Early Years Foundation Stage. We actively challenge discrimination and promote a culture of respect, fairness and belonging.

We aim to:

- Promote equality of opportunity and value diversity within our setting
- Provide a safe, inclusive and welcoming environment for all children and families
- Foster positive attitudes, respect and understanding of differences
- Actively challenge discrimination, prejudice and stereotyping
- Support children and families who may be disadvantaged or under-represented

Procedures

Admissions

- Our setting is open and accessible to all members of the community
- Admissions are based on a fair and transparent process
- We do not discriminate against any child or family based on protected characteristics under the Equality Act 2010
- Information is shared in clear, accessible formats and, where possible, in additional languages
- Our publicity reflects the diversity of the wider community
- We make reasonable adjustments to ensure all children, including those with disabilities or additional needs, can access our provision
- Parents are made aware of this policy as part of the registration process

We actively challenge discrimination, including:

- Direct discrimination (less favourable treatment)
- Indirect discrimination (policies that disadvantage certain groups)
- Discrimination related to disability
- Discrimination by association or perception

Discriminatory or prejudicial behaviour, including xenophobia, is not tolerated. Any such behaviour will be addressed promptly and may result in individuals being asked to leave the premises.

Employment

- Recruitment processes are fair, transparent and based on clear criteria
 - Applicants are welcomed from all backgrounds
 - Selection is based on suitability, qualifications and experience
 - All roles include a commitment to equality and inclusive practice
 - Recruitment processes are monitored to ensure fairness and accessibility
-

Training and Staff Practice

- Staff access training to support inclusive and anti-discriminatory practice
 - Ongoing professional development supports staff confidence in meeting diverse needs
 - Staff are supported to reflect on practice and challenge bias or inequality
 - Policies and practices are reviewed regularly to ensure they remain inclusive
-

Curriculum and Learning Environment

We provide a curriculum that promotes inclusion, respect and positive self-identity. We:

- Create an environment based on respect, tolerance and belonging
- Model positive behaviour and challenge discriminatory language or actions
- Provide resources that reflect a wide range of cultures, families and experiences
- Avoid stereotypes in books, displays and activities
- Celebrate a range of cultural events and festivals
- Support children learning English as an additional language

- Support children with special educational needs and disabilities to fully access the curriculum
 - Encourage children to value their own identity and respect others
-

Accessibility and Inclusion

- We regularly review the environment to ensure it is accessible for all children and adults
 - Reasonable adjustments are made to meet individual needs
 - Resources, activities and teaching approaches are adapted to support a wide range of abilities and learning styles
-

Working in Partnership with Families

- We value and respect all family structures and backgrounds
 - Families are encouraged to share their experiences, culture and traditions
 - We support families who speak additional languages to fully engage with the setting
 - We provide information about additional support where needed
 - We take positive steps to include disadvantaged or under-represented families
-

Food and Cultural Considerations

- We work with parents to meet children's dietary, medical, cultural and religious needs
 - Children are supported to learn about different foods and cultural practices
 - Differences are respected and valued
-

Communication and Participation

- Meetings and information are shared in accessible ways to encourage participation
 - We encourage all parents and carers, including fathers and non-resident parents, to be involved
 - We aim to remove barriers that may prevent families from engaging
-

Monitoring and Review

- This policy is reviewed annually to ensure it remains effective
 - We gather feedback from staff, parents and external agencies
 - A complaints procedure is in place and available to parents
-

Public Sector Equality Duty

We have regard to our duty to:

- Eliminate discrimination
- Promote equality of opportunity
- Foster good relations between individuals and groups

British Values

Policy Statement

At Heathcot Pre-school, we actively promote inclusion, equality of opportunity, diversity and British values as part of everyday practice.

We recognise our legal responsibilities under the **Equality Act 2010**, ensuring that no child, family or staff member is discriminated against. We make reasonable adjustments so that everyone can fully access our provision.

We also uphold our duties under the **Counter-Terrorism and Security Act 2015** (Prevent Duty) to safeguard children from being drawn into extremism.

British values are embedded within the **Early Years Foundation Stage** and are promoted through children's personal, social and emotional development. Through everyday experiences, children begin to:

- Understand right and wrong
 - Build positive relationships and friendships
 - Show empathy and respect for others
 - Take turns and share
 - Follow simple rules and boundaries
 - Develop confidence and independence
-

Procedures

Promoting British Values in Practice

We promote the four key British values through daily routines, interactions and planned activities.

Democracy – Making Decisions Together

We support children to feel that their voice matters.

- Children are encouraged to express their thoughts, feelings and preferences
 - Practitioners listen to children and value their contributions
 - Activities promote turn-taking, sharing and collaboration
 - Children are supported to make choices in play and learning
-

Rule of Law – Understanding Rules and Boundaries

We help children understand that rules keep everyone safe.

- Clear and consistent boundaries are in place
 - Children are supported to understand the consequences of their actions
 - Simple rules are discussed and reinforced daily (e.g. tidying up, kind hands)
 - Children learn that rules apply to everyone
-

Individual Liberty – Developing Independence

We support children to develop confidence and make choices safely.

- Children are encouraged to try new activities and take appropriate risks
 - Practitioners support children to develop self-esteem and confidence
 - Children are given opportunities to express their ideas and preferences
 - Emotions are acknowledged and explored in a supportive way
-

Mutual Respect and Tolerance

We promote an inclusive and respectful environment for all.

- Children are supported to respect others' views, feelings and differences
 - Resources and activities reflect a diverse range of cultures and backgrounds
 - Practitioners model respectful language and behaviour
 - Stereotypes and discriminatory behaviour are actively challenged
 - Children learn about similarities and differences in a positive way
-

Expectations within the Setting

In line with British values, it is not acceptable to:

- Promote intolerance of different faiths, cultures or backgrounds
- Ignore or fail to challenge discriminatory behaviour
- Reinforce stereotypes (including gender stereotypes)
- Exclude children from the wider community or inclusive experiences

All staff are expected to model positive behaviour and challenge any practice that does not align with these values.

Prevent Duty

We recognise our responsibility under the Prevent Duty to safeguard children from extremism and radicalisation.

- Staff receive safeguarding training, including awareness of Prevent
- Any concerns about a child's welfare or exposure to extremist views are reported to the Designated Safeguarding Lead (DSL)
- Concerns are managed in line with the Safeguarding and Child Protection Policy
- We work in partnership with relevant agencies where required

Prevent duty officer: David Bull – 07775405550

Monitoring and Review

- British values are embedded across the curriculum and daily practice
- Staff understanding is supported through training and supervision
- This policy is reviewed regularly to ensure compliance with current guidance

5. Special Educational Needs and Disabilities (SEND)

Supporting Children with Special Educational Needs and Disabilities (SEND)

Policy Statement

At Heathcot Pre-school, we are committed to providing an inclusive environment where all children, including those with special educational needs and/or disabilities (SEND), are supported to reach their full potential.

We recognise that every child is unique and may require different levels of support to access learning and development. We ensure that children with SEND are identified early and supported effectively through a graduated and personalised approach.

We work in partnership with parents, carers and external professionals, listening to and valuing their knowledge, wishes and views. We aim to ensure that all children feel valued, included and able to participate fully in the life of the setting.

This policy is in line with the Special Educational Needs and Disability Code of Practice and the Early Years Foundation Stage.

Procedures

SENCo and Responsibilities

The Special Educational Needs Coordinators (SENCo) are:

Husna Begum and Nipa Begum

The SENCo:

- Oversees the day-to-day operation of SEND provision
- Works closely with the manager, staff and families
- Coordinates support for children with SEND
- Liaises with external professionals

All staff share responsibility for supporting children with SEND.

Identification and Early Support

We aim to identify children's needs as early as possible.

We do this by:

- Observing children's development and behaviour

- Monitoring progress across all areas of learning
- Listening to parents and carers
- Working closely with key persons

We recognise that children may communicate their needs in different ways, including through their behaviour.

Link with Behaviour and Safeguarding

We recognise that:

- Behaviour can be a form of communication
- Persistent or challenging behaviour may indicate underlying needs
- Some children with SEND may be more vulnerable to harm

Where behaviour is a concern:

- We assess whether there may be an underlying SEND need
- The SENCo is involved in planning appropriate support

Where concerns about a child's behaviour raise safeguarding issues:

- The **Safeguarding and Child Protection Policy** is followed immediately
 - Safeguarding concerns are never delayed in favour of SEND processes
-

Graduated Approach (Assess, Plan, Do, Review)

We follow a graduated approach to supporting children with SEND:

Assess

- Identify the child's needs through observation and discussion
- Gather information from parents and professionals

Plan

- Agree outcomes and support strategies
- Develop a personalised support plan

Do

- Implement agreed strategies
- Provide targeted support

Review

- Monitor progress regularly
- Review support with parents and adjust as needed

Parents are involved at every stage.

Working in Partnership with Parents

We work closely with parents to:

- Share information about their child's development
- Agree targets and strategies
- Review progress regularly

We also provide information about additional support services, including the Local Offer.

Working with External Agencies

Where additional support is needed, we may:

- Seek advice from external professionals
- Refer to Early Help services
- Support applications for an Education, Health and Care (EHC) assessment

We work collaboratively to ensure the best outcomes for the child.

Inclusive Practice

We ensure:

- Equal access to learning opportunities
- A broad and balanced curriculum
- Adaptations to meet individual needs
- Appropriate resources and staffing

Children's views are considered where appropriate.

Monitoring and Review

We regularly review our SEND provision through:

- Staff meetings and supervision

- Review of support plans
- Feedback from parents and professionals
- Inspection outcomes

This ensures our provision remains effective and responsive.

Complaints

We have a clear complaints procedure. Concerns about SEND provision will be taken seriously and responded to promptly.

6. Admissions and Partnerships with Parents

Admissions Policy

Policy Statement

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all families have fair and equal access to our provision through clear, transparent and inclusive procedures.

We operate an open and inclusive admissions process in line with the Equality Act 2010 and the statutory requirements of the Early Years Foundation Stage.

We are committed to ensuring that no child or family is discriminated against on the grounds of a protected characteristic, and that reasonable adjustments are made to support access for all.

Procedures

Access and Information

- We ensure that information about our setting is widely advertised and accessible to all sections of the community
 - Information is provided in clear, simple language, both written and verbal, and support is offered where English is an additional language
 - We promote an inclusive environment that welcomes all families, including mothers, fathers, carers and extended family members
-

Waiting List and Applications

- Parents are encouraged to place their child on our waiting list from the age of one year to avoid disappointment
- All applications must be made via our online registration form:
<https://www.heathcotpreschool.co.uk/waiting-list/>
- Children are added to the waiting list based on the date of application

When allocating places, we may also consider:

- The age of the child, with priority given to those eligible for funded places (including eligible two-year-olds)
- The length of time on the waiting list
- The proximity of the child's home to the setting

- Whether siblings already attend the setting
 - The ability of the setting to meet the individual needs of the child
-

Funded Places

- We offer funded places in accordance with current government guidance and local authority requirements
 - Parents are responsible for ensuring eligibility codes are valid and reconfirmed where required
-

Inclusion and Equal Opportunities

- Our admissions procedures reflect our commitment to equality, diversity and inclusion
 - We ensure that children with disabilities or additional needs are able to access our provision, with reasonable adjustments made where required
 - We monitor admissions to ensure no unintentional discrimination occurs
 - We actively promote our Valuing Diversity and Promoting Inclusion and Equality Policy
-

Flexible Provision

- We consult with families regarding session times and attendance patterns
 - We aim to accommodate individual needs wherever possible, without compromising the quality of care and education provided
-

Conditions of Placement

- Parents are required to complete all registration documentation accurately
- Terms and conditions of the placement must be followed at all times
- Failure to comply with these terms may result in the withdrawal of a place

The Role of the Key Person and Settling-In Policy

Policy Statement

We believe that children settle best when they have a key person to relate to—someone who knows them and their family well and who can meet their individual needs. We are committed to the key person approach, as set out in the Early Years Foundation Stage, which supports children to form secure attachments and develop confidence within the setting.

A strong key person system benefits children, parents and staff. It promotes secure relationships, supports children’s emotional wellbeing, and enables them to feel safe, valued and ready to learn. It also gives parents confidence and supports effective partnership working.

We aim to create a welcoming environment where children feel safe, stimulated and happy, and where parents feel confident in both their child’s wellbeing and their role as partners in their child’s learning and development.

Procedures

The Role of the Key Person

Each child is allocated a key person before they start at the setting.

The key person is responsible for building a secure relationship with the child and their family, and for supporting the child’s care, learning and development.

This includes:

- Providing an initial induction for the family and supporting the child through the settling-in process
- Completing registration and consent forms with parents/carers
- Explaining key policies and procedures, including safeguarding responsibilities
- Working in partnership with parents to plan for the child’s individual needs
- Acting as the main point of contact for parents/carers
- Observing, assessing and recording the child’s development (including through our online learning journal system)
- Sharing information regularly with parents to ensure a full picture of the child’s development both at home and in the setting
- Liaising with other professionals or carers involved with the child, where appropriate
- Supporting positive relationships within the child’s peer group

We promote the key person as the child's main attachment figure within the setting, providing a secure base from which the child can explore and build relationships with others.

Settling-In

We recognise that settling-in is a crucial time for both children and their families and that each child will settle at their own pace.

Before a child starts:

- Parents are provided with information about the setting, including policies, routines and expectations
- Families are invited to visit the setting and meet staff
- Opportunities are given for pre-start visits to help the child become familiar with the environment

During the settling-in period:

- The key person supports both the child and parent/carer
- Parents/carers are encouraged to stay with their child initially
- Shorter sessions may be introduced at first, gradually increasing as the child becomes more settled
- The settling-in approach is agreed in partnership with parents

We recognise that:

- Younger children or those with limited experience of separation may take longer to settle
- Children returning after a period of absence may need additional support
- Every child's needs and responses are different

A child is considered settled when they:

- Form a secure relationship with their key person
- Seek comfort and reassurance from familiar adults
- Show confidence in the environment
- Engage in play and interact with others

We encourage parents to say goodbye to their child and reassure them that they will return. We do not support leaving children to cry for prolonged periods, as this can increase distress and impact their ability to settle and learn.

Where a child is not yet ready to be left, we may agree to extend the settling-in period to ensure the child's emotional wellbeing is supported.

Ongoing Support and Partnership

Within the first few weeks of starting, the key person works with parents to build a clear understanding of the child's needs, interests and development.

We continue to:

- Share information regularly with parents
 - Work in partnership to support the child's learning and wellbeing
 - Adapt routines and support as needed
-

Progress Check at Age Two

The key person carries out the progress check at age two in line with EYFS requirements.

The purpose of the check is to:

- Review the child's development
- Identify strengths and areas where progress may be less than expected
- Support early identification of any additional needs

The check is completed in partnership with parents and includes:

- A summary of the child's development
- Identification of any areas of concern
- Agreed next steps and actions, including involvement of other professionals where appropriate

The key person uses this information to plan appropriate activities within the setting and to support parents in continuing their child's development at home.

ASQ-3 Progress Check

We may use tools such as the ASQ-3 (Ages and Stages Questionnaire) to support the progress check.

- Parents are involved in completing the questionnaire
- Results are discussed with parents

- The tool supports identification of strengths and any areas where additional support may be beneficial

Parental Involvement

Policy Statement

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

We recognise parents as their child's **first and most important educators** and aim to support them by involving them in their child's learning and in the life of the setting. We also support parents in their own development and understanding of early education.

We use the term *parents* to include all carers with parental responsibility, including birth parents, step-parents, foster carers and same-sex parents.

We work in line with the **Children Act 1989**, which defines parental responsibility as all the rights, duties and responsibilities a parent has in relation to their child.

Procedures

Working in Partnership

We build strong relationships with parents by:

- Creating an inclusive approach that supports all families
- Using different strategies to involve parents who may work, live apart, or need additional support
- Making reasonable adjustments for parents with disabilities or additional needs
- Consulting with parents to understand what works best for them

We maintain open, ongoing communication to support each child's development and wellbeing.

Communication and Information Sharing

- Parents are informed about how the setting operates, including policies and procedures
- Key information, including safeguarding and Prevent Duty responsibilities, is shared clearly
- Staff ensure parents understand the information provided
- Regular informal and formal communication is encouraged

All information about children and families is treated confidentially, in line with our policies.

Information may be shared without consent where:

- There are safeguarding concerns
 - A child may be at risk of harm
 - Professional support is required
-

Consent and Permissions

We obtain written parental consent for:

- Administering medication
- Emergency medical treatment
- Outings and trips
- Photographs and observations

Expectations are clearly explained to parents during registration.

Settling In and Ongoing Involvement

- Parents are expected to support their child's settling-in period in line with an agreed plan
- Parents are encouraged to share important information about their child
- Key persons meet regularly with parents to discuss progress and development
- Parents have access to their child's learning records

Where relevant:

- Parents are involved in SEN support plans
 - Parents are involved in child protection or support plans
-

Supporting Children's Learning

We actively involve parents in their child's learning by:

- Sharing progress and next steps
- Encouraging contributions to learning experiences
- Providing opportunities to take part in activities
- Supporting learning at home

We also provide information about the EYFS curriculum and how children learn.

Inclusion and Accessibility

We ensure all parents can participate by:

- Offering flexible opportunities for involvement
 - Providing information in accessible formats
 - Supporting parents with English as an additional language
 - Offering interpreters where possible
 - Holding meetings at accessible times and locations
-

Engagement and Contribution

We encourage parents to:

- Share their skills, knowledge and experiences
- Participate in the social and cultural life of the setting
- Contribute to decision-making where appropriate

We also support parents by sharing information about:

- Workshops, training and local services
 - Opportunities that promote family wellbeing
-

Feedback and Complaints

- Parents are informed how to raise concerns, queries or suggestions
- A clear complaints procedure is available and shared with all parents
- Feedback is welcomed and used to improve our provision

7. Records and Data Protection

Children's Records

Policy Statement

We maintain clear, accurate and secure records for all children in our care in line with legal requirements.

All information is stored, managed and shared in accordance with the **Data Protection Act 2018** and the **UK GDPR**, ensuring confidentiality and the protection of personal data.

This policy should be read alongside our **Confidentiality and Client Access to Records Policy** and **Information Sharing Policy**.

Procedures

Information Sharing with Other Providers

Where a child attends another setting, we:

- Work in partnership with parents and other providers
 - Share relevant information appropriately
 - Include contributions from parents, carers and other professionals in the child's records where appropriate
-

Types of Records

We maintain two main types of records:

1. Developmental Records

These support children's learning and development and may include:

- Observations and assessments
 - Photographs and videos
 - Samples of children's work
 - Progress summaries and reports
-

2. Personal Records

These include confidential information such as:

- **Personal details** – registration forms and consent forms

- **Contractual information** – attendance, fees and agreements
 - **Development, health and wellbeing** – summaries of progress and discussions with parents
 - **Early support/SEN** – intervention plans, SEN support and meeting records
 - **Safeguarding and welfare** – records of concerns, actions, meetings and plans (including EHC plans or looked after child information)
 - **Reports and correspondence** – progress checks, professional reports, emails and letters
-

Storage and Security

- All records are stored securely in locked cabinets or protected digital systems
 - Records are kept in a secure office or designated area
 - Access is restricted to authorised staff only, including:
 - Manager
 - Deputy
 - Designated Safeguarding Lead
 - Key person
 - Other authorised staff where appropriate
 - Records are handled promptly, with actions noted and documents filed securely
-

Access to Records

- Parents have the right to access their own child's records in line with our policies
- Parents do not have access to information about other children
- Information is only shared with external professionals where appropriate and authorised

We may share records with:

- Ofsted (during inspections or investigations)
 - Local authority representatives (e.g. audits), with appropriate identification
-

Confidentiality

- All staff understand the importance of confidentiality
 - Personal information is only shared where necessary to support the child
 - Confidentiality is part of staff induction and ongoing practice
-

Retention of Records

We retain records as follows:

- **General records:** kept for **3 years** after the child leaves
- **Accident records:** kept until the child is **21 years old**
- **Safeguarding/child protection records:** kept until the child is **24 years old**

All records are stored securely throughout the retention period.

Archiving Children's Files

When a child leaves the setting:

- Paper records are placed in a sealed envelope
- The envelope is labelled with:
 - Child's name
 - Date of birth
 - Date of leaving
- Files are stored securely in a locked archive
- After 3 years, records are securely destroyed

Where there has been a **Section 47 child protection investigation:**

- Files are clearly marked
- Retained for **up to 25 years** in line with safeguarding requirements

Financial records are stored in line with our finance procedures.

Other Records

We also maintain:

- A daily attendance register including:
 - Children's names

- Hours of attendance
 - Key person allocation
- Student and trainee access is controlled:
 - Students are informed of confidentiality requirements
 - They must adhere to our confidentiality policy at all times

Provider Records

Policy Statement

We maintain accurate, up-to-date records to support the safe, effective and lawful operation of our setting.

These records are essential for regulatory compliance, financial management, safeguarding and the overall running of the provision.

All records are stored and managed in accordance with the **Data Protection Act 2018** and **UK GDPR**, ensuring confidentiality and secure handling of sensitive information.

This policy should be read alongside our **Confidentiality and Client Access to Records Policy** and **Information Sharing Policy**.

Types of Records

We maintain the following records:

- Registration documents relating to our Ofsted registration
- Lease agreements, landlord documentation and service contracts
- Financial records, including income and expenditure
- Risk assessments and health and safety documentation
- Staff employment records, including:
 - Name, address and contact details
- Records of individuals who have regular unsupervised contact with children

Some records contain sensitive personal information and are treated as strictly confidential.

Procedures

Storage and Organisation

- All records are the responsibility of the management team
 - Records are kept securely, either in locked cabinets or protected digital systems
 - Filing systems are organised, maintained and kept up to date
 - Confidential records are only accessible to authorised personnel
-

Financial and Operational Records

- Financial records are maintained accurately and kept up to date for audit purposes
 - Health and safety records are maintained, including:
 - Risk assessments
 - Safety checks and inspections
 - Relevant guidance and actions taken
-

Display Requirements

We ensure that key documents are clearly displayed:

- Ofsted registration certificate
 - Public Liability Insurance certificate
-

Staff Records

- Employment records are stored securely and confidentially
 - Access is restricted to authorised members of the management team
 - Records are maintained in line with legal and safeguarding requirements
-

Notifying Ofsted

We notify Ofsted of any significant changes, including:

- Changes to the address of the premises
 - Changes to the premises that may affect space or quality of care
 - Changes to the registered provider's name, address or contact details
 - Changes to the manager or person in charge
 - Any significant event that may affect our suitability to care for children
 - Any other notifiable event as outlined in the **Early Years Foundation Stage**
-

Monitoring and Compliance

- Records are reviewed regularly to ensure accuracy and compliance
- Systems are in place to ensure records are updated promptly

- All record keeping supports inspection, audit and safeguarding requirements

Transfer of Records to School

Policy Statement

We recognise that children may move to another early years setting or transition to nursery or reception class.

We support children through these transitions by working in partnership with parents and receiving settings or schools. We aim to ensure a smooth transition by sharing appropriate information about each child's learning and development within the **Early Years Foundation Stage**.

Where there are safeguarding concerns, confidential information is shared in line with local safeguarding procedures to ensure continuity of care and protection.

Procedures

Transfer of Development Records

When a child moves to another setting or school:

- The key person prepares a **summary of the child's development and achievements** across the seven areas of learning
- This is based on ongoing observations and assessments

The summary will include:

- Progress in all areas of learning and development
- Any additional language(s) spoken and progress in both languages
- Any identified additional needs or support provided
- Information about special educational needs or disabilities, including:
 - Any Early Help/Common Assessment Framework (CAF) involvement
 - Education, Health and Care (EHC) Plan (if applicable)
 - Name of the lead professional
- A summary from the key person
- The parent's views of their child

Where appropriate, this may be supported with:

- Photographs
- Examples of children's work

We follow any **local authority transition formats or requirements** where provided.

Transfer of Confidential Information

To safeguard children effectively:

- The receiving setting or school must be informed of any **safeguarding or child protection concerns**

We will:

- Provide a **summary of concerns and actions taken**
- Include the date of the most recent professional meeting or case conference
- Share details of the **lead professional** where Early Help/CAF is in place
- Share the **social worker's contact details** where there has been a **Section 47 child protection investigation**, regardless of outcome

Secure Transfer of Information

- Confidential information is transferred securely:
 - Delivered by hand or secure post
 - Clearly marked "**Confidential**"
 - Addressed to the receiving setting's **Designated Safeguarding Lead (DSL)**
- We do **not** transfer the full child file
- Only relevant and necessary information is shared

Working in Partnership with Parents

- Parents are involved in the transition process
- We share development summaries with parents
- Parental views are included in transition records

However, in cases involving safeguarding:

- Information may be shared **without parental consent** where necessary to protect the child

CCTV Policy and Procedure

Policy Statement

Heathcot Pre-School Ltd operates CCTV to support the safeguarding, safety and security of children, staff, parents and visitors.

CCTV is used to:

- Promote a safe and secure environment
- Support safeguarding and incident investigation
- Maintain high standards of care and practice
- Deter inappropriate behaviour and criminal activity

Use of CCTV is lawful, proportionate and necessary, and respects individuals' privacy.

This policy complies with:

- Data Protection Act 2018
 - UK GDPR
 - Protection of Freedoms Act 2012
 - Information Commissioner's Office guidance
-

CCTV Locations

Cameras are installed in:

- Entrances
- Playrooms
- Messy room
- Kitchen
- Office
- Outdoor area

No cameras are installed in toilets or changing areas.

System Operation

- CCTV operates 24 hours a day
- Uses Ring cameras (audio and visual recording)

- Recordings are retained for 30 days then automatically deleted

Cameras are:

- Clearly visible
 - Supported by signage throughout the setting
-

Purpose and Use

CCTV supports:

- Safeguarding and child protection
- Incident investigation
- Staff training and quality assurance
- Premises security

It is not used for intrusive or unjustified staff monitoring.

Data Control and Access

The Manager and Director act as Data Controllers and are responsible for:

- System use
- Access control
- Data protection compliance

Access to footage is:

- Restricted to authorised staff only
- Only permitted for valid reasons (e.g. safeguarding, incidents)

Parents

- No automatic access to footage
 - Requests must be made in writing
 - May be refused to protect confidentiality and safeguarding
-

Storage and Retention

- Footage is:
 - Securely stored

- Password protected
 - Access restricted
 - Retained for 30 days only, unless required for investigation
-

Disclosure

Footage is only shared:

- Where legally required
- With authorised agencies (e.g. police, safeguarding)

All disclosures:

- Must be authorised
 - Are recorded with justification
-

GDPR Privacy Notice (CCTV)

Purpose and Lawful Basis

CCTV data is processed to:

- Safeguard children and adults
- Maintain a secure environment
- Support investigations

Lawful basis:

- Legitimate interests (safety and security)
 - Legal obligation (safeguarding duties)
 - Vital interests (where a child may be at risk)
-

Data Collected

CCTV may record:

- Images
- Audio (where applicable)

Only communal areas are monitored.

Access and Sharing

Access is limited to authorised personnel.

Footage may be shared:

- With police or safeguarding agencies
- Where legally required

All access and sharing is:

- Controlled
 - Recorded
 - Justified
-

Retention

- Stored securely
 - Deleted automatically after 30 days
 - Retained longer only if required
-

Individual Rights

Individuals may:

- Request access to their data
- Raise concerns about data use

Requests must be made in writing.

Complaints

Concerns should be raised with the Manager.

You may also contact:

- Information Commissioner's Office
-

Monitoring and Review

- CCTV use is reviewed annually
- Includes:

- Purpose
 - Location
 - Privacy impact
 - Data handling
-

Limitations

- CCTV supports safeguarding but does not replace supervision
 - It may not capture all incidents
-

Policy Review

Reviewed annually and updated in line with legislation and best practice.

Data Protection (GDPR) Policy

Policy Statement

We recognise our responsibility to protect personal data and to handle all information in a lawful, fair and transparent manner. We are committed to ensuring that all personal data relating to children, families, staff and visitors is processed in accordance with data protection legislation, including:

- UK GDPR
- Data Protection Act 2018

We ensure that personal data is:

- Collected for specified, explicit and legitimate purposes
- Used fairly and lawfully
- Accurate, relevant and kept up to date
- Stored securely and protected against unauthorised access
- Retained only for as long as necessary

This policy should be read alongside our:

- Confidentiality and Client Access to Records Policy
- Information Sharing Policy
- Children's Records Policy
- CCTV Privacy Notice

Procedures

Lawful Basis for Processing Data

We process personal data under the following lawful bases:

- Legal obligation – to meet requirements of the Early Years Foundation Stage (EYFS), Ofsted and safeguarding legislation
- Vital interests – to protect children's safety and wellbeing
- Public task – to deliver early years education and care
- Consent – for specific purposes such as photographs or online learning journals

Where consent is required:

- It is obtained clearly and in writing
 - Parents have the right to withdraw consent at any time
-

Types of Information We Hold

We may collect and process the following information:

Children:

- Personal details (name, date of birth, address)
- Emergency contacts
- Medical information, allergies and dietary needs
- Developmental records and observations
- Safeguarding and welfare information

Parents/Carers:

- Contact details
- Parental responsibility information
- Funding and fee information

Staff:

- Employment records
 - Qualifications and training
 - DBS and suitability checks
-

Storage and Security of Data

We ensure that all personal data is stored securely:

- Paper records are kept in locked cabinets with restricted access
- Electronic records (including Family) are:
 - Password protected
 - Access restricted to authorised users
 - Stored on secure systems
- Devices are locked when not in use
- Staff follow strict procedures for handling and storing data

We take appropriate technical and organisational measures to protect data from:

- Loss
 - Misuse
 - Unauthorised access
 - Disclosure
-

Use of Digital Systems

We use secure systems such as online learning journals (e.g. Family) to record and share children's development.

We ensure:

- Systems are GDPR compliant
 - Access is restricted to authorised users
 - Parents have secure login access
 - Data is not shared outside of the system without consent
-

Data Sharing

We only share information when necessary and in line with our Information Sharing Policy.

Information may be shared with:

- Ofsted
- Local Authority (e.g. funding, safeguarding, SEND)
- Health professionals
- Schools or other settings (for transition)

We ensure:

- Information shared is relevant and proportionate
- Consent is obtained where appropriate
- Information is shared securely

We may share information without consent where:

- There is a safeguarding concern
- A child or adult is at risk of harm
- **It is required by law**

Data Retention

We retain records in line with statutory guidance:

- General records: 3 years after the child leaves
- Safeguarding records: until age 25
- Accident records: until age 21

After this period:

- Records are securely destroyed
-

Data Breaches

A data breach includes:

- Loss of personal data
- Unauthorised access or disclosure
- Data being sent to the wrong person

If a breach occurs:

- It is reported immediately to the manager
 - The breach is assessed and recorded
 - Appropriate action is taken to minimise risk
 - The Information Commissioner's Office (ICO) is informed where required
-

Parents' Rights

Under data protection law, parents/carers have the right to:

- Access their child's records
- Request correction of inaccurate information
- Request deletion (where appropriate)
- Withdraw consent
- Raise concerns about how data is handled

Requests must be made in writing and will be responded to within required timeframes.

CCTV and Images

Where CCTV or images are used:

- They are used for safeguarding and security purposes only
 - Images are stored securely
 - Access is restricted
 - Use is in line with our CCTV Privacy Notice
-

Confidentiality

All staff understand that:

- Personal information is confidential
 - Information is only shared on a need-to-know basis
 - Discussions about children or families must not take place outside of professional settings
-

Monitoring and Review

- This policy is reviewed annually
- Practices are monitored to ensure compliance
- Staff receive guidance and training where required

8. Complaints and Governance

Complaints Policy and Procedure

Policy Statement

We believe that children and parents are entitled to expect courtesy, respect and prompt, careful attention to their needs and wishes.

We welcome suggestions on how to improve our setting and will give serious and timely consideration to any concerns or complaints. Most concerns can be resolved quickly through informal discussion; however, where this is not possible, we have a clear and structured complaints procedure.

We aim to resolve all complaints:

- Promptly
- Fairly
- Transparently
- To a satisfactory outcome for all parties

This policy is in line with the requirements of the Early Years Foundation Stage (EYFS) and the expectations of Ofsted.

Procedures

We operate a **three-stage complaints procedure**.

We are required to:

- Keep written records of complaints from **Stage 2 onwards**
 - Retain records for a minimum of **three years**
 - Make records available to parents and Ofsted upon request
-

Stage 1: Informal Concern

- Parents/carers should raise concerns initially with the **manager**.
- Most issues are expected to be resolved at this stage through discussion.
- We:
 - Listen carefully
 - Take concerns seriously

- Work towards a quick resolution
- A brief record is made of:
 - The concern
 - The action taken
 - The outcome

This may be stored in the child's file where appropriate.

Stage 2: Formal Complaint

If the concern is not resolved, or reoccurs:

- The parent submits the complaint **in writing**.
- If required:
 - The manager can support completing a **Complaint Investigation Record form**
 - The parent signs to confirm accuracy

Investigation Process

- The manager:
 - Investigates the complaint thoroughly
 - May gather statements and evidence
 - Keeps all information confidential
- Records are:
 - Stored in the child's file or
 - Held in a separate complaint file if extensive

Outcome

- The manager meets with the parent to discuss findings
- A written outcome is provided within **28 days**
- The outcome includes:
 - Findings of the investigation
 - Actions taken (if any)
 - Any improvements identified
- A summary is recorded in the **Complaint Investigation Record**

Stage 3: Escalation

If the parent is not satisfied:

- A meeting is arranged with:
 - The **manager**
 - A **senior member of the management team / registered provider**
- The parent may:
 - Bring a friend, partner or representative

Meeting Outcome

- A written record is made including:
 - Discussion points
 - Agreed actions
 - Final decision
- The record is:
 - Signed by all parties
 - Shared with those present

→ This stage concludes the setting's complaints procedure.

Ofsted and External Agencies

Parents may contact Ofsted at any stage.

This is particularly relevant where there may be:

- A breach of EYFS requirements
- Safeguarding concerns
- Serious concerns about the provision

Ofsted contact details:

- Address: Piccadilly Gate, Store Street, Manchester, M1 2WD
- Telephone: 0300 123 1231

These details are displayed within the setting.

Safeguarding Concerns

- If a complaint raises concerns about a child's safety:
 - We follow our **Safeguarding and Child Protection Policy immediately**
 - This may involve referral to external agencies
- We work with:
 - Ofsted
 - Local safeguarding partners

to ensure appropriate action is taken.

Records

We maintain a complaints record which includes:

- Date of complaint
- Nature of the complaint
- Actions taken
- Outcome

Records are:

- Kept for a minimum of **three years**
 - Stored securely and confidentially
 - Available to:
 - Parents (on request)
 - Ofsted inspectors
-

Key Principles

- Complaints are taken **seriously and handled fairly**
- Parents are treated with **respect and openness**
- Investigations are **thorough and unbiased**
- Outcomes lead to **improvement where needed**

Complaints Summary Record

This record is maintained in accordance with the EYFS statutory requirements. It includes all complaints that reach Stage 2 or above, along with their outcome. This record will be made available to Ofsted inspectors on request and to parents where appropriate. This record must be kept for a minimum of 3 years and stored securely in line with data protection requirements.

Setting Name: Heathcot Preschool

Manager: _____

Record Start Date: _____

Ref No.	Date Complaint Received	Name of Complainant (or Initials)	Nature of Complaint	Action Taken	Outcome	Date Resolved	Ofsted Notified (Y/N)	Notes
001								
002								
003								
004								
005								

9. Staffing and Professional Practice

Employment Policy

Policy Statement

We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage and are committed to ensuring that all staff and volunteers are suitable, appropriately qualified and able to meet the needs of children in our care.

We follow robust recruitment, vetting and employment procedures to safeguard children and to ensure high standards of practice across the setting. All checks, including Disclosure and Barring Service (DBS) checks, are carried out in line with statutory requirements.

Procedures

Vetting and Staff Selection

We are committed to equal opportunities and ensure that recruitment and selection procedures are fair, transparent and non-discriminatory.

- All applicants are considered based on their suitability for the role, regardless of protected characteristics
- All staff have clear job descriptions outlining their roles and responsibilities
- We welcome applications from all sections of the community

We follow the requirements of the Early Years Foundation Stage and guidance from Ofsted when checking the suitability of staff and volunteers.

This includes:

- Enhanced DBS checks with barred list checks completed before employment begins
- References obtained and verified prior to confirming employment
- Identity checks and verification of qualifications
- Exploration of any gaps in employment history

Where an applicant is registered with the DBS Update Service:

- We check their status online after verifying identity and viewing the original certificate
- Ongoing checks may be carried out with consent

We maintain accurate records of all suitability checks, including:

- DBS certificate number and date
- Type of check carried out
- Decision on suitability

All staff and volunteers are required to:

- Disclose any convictions, cautions or relevant changes in circumstances
- Inform us of any changes affecting members of their household (where applicable)

Where concerns arise about a person's suitability, appropriate action is taken to safeguard children, including referral to relevant agencies where necessary.

Notifying Ofsted of Changes

We notify Ofsted of any significant changes, including:

- Registered person
- Manager
- Directors or individuals with responsibility for the setting

Training and Staff Development

We are committed to supporting staff development and maintaining high standards of practice.

- The manager holds a Level 5 qualification in Early Years
- The deputy and supervisor hold relevant Level 3/4 qualifications or above
- At least half of all other staff hold a Level 2 or Level 3 qualification (or higher), in line with EYFS requirements

We provide:

- Induction training during the first week of employment
- Ongoing in-service and external training opportunities
- Regular supervision meetings and appraisals
- Access to safeguarding, health and safety, and curriculum training

Induction includes key policies such as safeguarding, child protection and health and safety. Staff are supported to understand and implement all policies in practice.

Staff Taking Medication or Other Substances

We ensure that staff are fit to carry out their roles safely.

- Staff taking medication that may affect their ability to care for children must seek medical advice
- Staff will only work directly with children where it is confirmed safe to do so
- Medication is stored securely and out of reach of children

If there is reason to believe a staff member is under the influence of alcohol or any substance that may affect their ability to work safely:

- They will not be permitted to work with children
- Appropriate action will be taken in line with procedures

Managing Staff Absence and Contingency Planning

We maintain appropriate staffing levels to ensure children's safety at all times.

- Staff holidays are normally taken during setting closures
- Any additional leave is agreed in advance with the manager
- Sickness absence is monitored and managed in line with employment procedures

To ensure continuity of care:

- Part-time staff may be used to cover absences
- The supervisor may support ratios where required
- Additional staff may be sourced through approved agencies (e.g. supply staff)

All contingency arrangements ensure that staff ratios and qualification requirements continue to meet EYFS standards.

Staffing Policy

Policy Statement

We provide staffing arrangements in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children receive appropriate levels of supervision, individual attention and high-quality care and education.

We ensure that all staff are suitably qualified and experienced, and that appropriate suitability checks, including enhanced Disclosure and Barring Service (DBS) checks with barred list checks, are carried out in accordance with statutory requirements.

Procedures

Staffing Ratios

We meet the required adult-to-child ratios at all times:

Children aged two years

- 1 adult : 4 children
- At least one member of staff holds a full and relevant Level 3 qualification
- At least half of the remaining staff hold a full and relevant Level 2 qualification

Children aged three years and over

- 1 adult : 8 children
- At least one member of staff holds a full and relevant Level 3 qualification
- At least half of the remaining staff hold a full and relevant Level 2 qualification

Where a suitably qualified Level 6 practitioner (e.g. Qualified Teacher or Early Years Professional) is working directly with children aged three and over:

- 1 adult : 13 children
 - At least one other member of staff holds a full and relevant Level 3 qualification
-

Deployment of Staff

Staff are deployed effectively to ensure children's safety and wellbeing at all times.

- Children are usually within sight and hearing of staff, and always within sight or hearing
- Staff are positioned to supervise both indoor and outdoor areas effectively

- Staff, students and volunteers inform colleagues if they leave an area and confirm where they are going
- Staffing is organised flexibly according to the needs of the children and the setting

A minimum of two adults are present at all times, including the manager or deputy.

Use of Students and Volunteers

- Only individuals aged 17 or over may be included in ratios
 - Students on long-term placements and regular volunteers may be included where they are deemed competent and responsible
 - All students and volunteers are appropriately supervised
-

Key Person System

Each child is assigned a key person to support their care, learning and development.

The key person:

- Helps the child to settle into the setting
- Builds a secure relationship with the child
- Works in partnership with parents/carers
- Plans for the child's individual needs and development
- Shares information with parents about progress and wellbeing

The number of children allocated to each key person takes into account the needs of the children and the capacity of the practitioner.

Professional Conduct and Practice

- Staff maintain focus on children at all times and prioritise their care and supervision
 - Social conversations between staff are kept to a minimum when working directly with children
 - Staff follow all policies and procedures to ensure safe and consistent practice
-

Staff Communication and Planning

We support high-quality provision through regular communication and teamwork.

- Staff meetings are held regularly to support curriculum planning
- Children's progress, achievements and any concerns are discussed
- Staff work collaboratively to ensure consistent and effective practice

Student Placements Policy

Policy Statement

We recognise that high-quality training and qualifications play an important role in maintaining and improving standards in early years care and education. As part of our commitment to quality, we support students undertaking relevant early years qualifications and, where appropriate, offer work experience placements.

We aim to provide students with meaningful experiences that contribute to the successful completion of their studies, while also demonstrating good practice within a safe, professional environment. The needs, safety and wellbeing of the children in our care remain our highest priority at all times.

Procedures

We ensure that all student placements are managed safely and effectively, in line with the requirements of the Early Years Foundation Stage and guidance from Department for Education and Ofsted.

Suitability and Safeguarding

- Students aged 17 and over on long-term or regular placements are expected to meet EYFS suitable person requirements, including an enhanced DBS check with barred list check where applicable
 - For students under 17, we require written assurance from the school, college or university regarding their suitability and good character
 - Students under 17 are always supervised and do not have unsupervised access to children
 - All students are made aware of safeguarding procedures and must report any concerns to a member of staff immediately
-

Supervision and Ratios

- Students on short-term placements are not counted in staff-to-child ratios
- Students or apprentices aged 17 or over, working towards a relevant Level 3 qualification, may be included in ratios at the manager's discretion, where they are deemed competent and experienced
- All students are supervised appropriately to ensure children's safety at all times

Induction and Expectations

At the start of their placement, students receive an induction which includes:

- An overview of the setting and daily routines
- Key policies and procedures, including safeguarding, confidentiality and behaviour management
- Expectations around professional conduct

Students are expected to:

- Maintain confidentiality at all times
- Follow all setting policies and procedures
- Work under the guidance and supervision of staff
- Demonstrate a professional attitude and willingness to learn

Working with Training Providers

We work in partnership with schools, colleges and training providers to support students in meeting the requirements of their course.

- We communicate regularly with tutors or assessors where required
- We provide opportunities for students to gain appropriate experience
- We support students to understand child development and good early years practice

Quality of Provision

- We ensure that the number of students on placement does not impact the quality of care provided to children
- Students are only accepted where placements are appropriate and beneficial to both the student and the setting
- All placements are planned to support both learning and safeguarding

Insurance

We hold appropriate employers' liability and public liability insurance, which covers students and voluntary helpers while on placement.

Induction of Employees and Volunteers Policy

Policy Statement

We provide a structured induction for all employees and volunteers to ensure they are fully supported to understand their role and responsibilities within the setting. Induction enables staff to become familiar with our policies, procedures, safeguarding responsibilities, curriculum and daily practice.

A thorough induction process supports high-quality provision and ensures that all staff are able to work safely, confidently and consistently from the outset.

Procedures

We have a clear induction plan for all new staff and volunteers, which is completed within the first few weeks of employment.

The induction process includes:

- Introduction to all staff, volunteers and management
- Familiarisation with the setting, including layout, routines and expectations
- Health and safety procedures, including fire safety and evacuation
- Safeguarding and child protection procedures, including the role of the Designated Safeguarding Lead
- Reading and understanding all key policies and procedures
- An overview of the curriculum and daily practice
- Introduction to parents and key children, where appropriate
- Awareness of confidential information relevant to their role
- Clear guidance on tasks, routines and expectations

The induction period normally lasts a minimum of two weeks. During this time, new staff and volunteers are supported by the manager or a member of the senior team. Where a new manager is appointed, induction is carried out by a senior member of the management team.

Monitoring and Support

During induction:

- Individuals are expected to demonstrate understanding of policies, procedures and safe practice

- Support and guidance are provided to help them settle into their role
- Any additional training needs are identified

Successful completion of the induction forms part of the probationary period.

Following induction, staff continue to be supported through:

- Regular supervision meetings
- Ongoing training and professional development
- Appraisal processes to support performance and development

Staff Personal Safety (Including Home Visits)

Policy Statement

At Heathcot Pre-school, we are committed to ensuring the health, safety and well-being of all staff. We recognise that staff have the right to work in a safe environment both on and off the premises.

We take all reasonable steps to reduce risks to staff, including when working alone, handling money, attending meetings or carrying out home visits. Procedures are in place to support staff safety, promote good practice and ensure that any concerns are managed appropriately.

Procedures

General Safety

- Staff take reasonable precautions when opening and closing the setting, ensuring doors and windows are secure
- Wherever possible, staff avoid lone working at the start and end of the day; at least two staff arrive and leave together
- Access to the premises is controlled, and visitors are only admitted once identity has been verified
- Minimal petty cash is kept on site to reduce risk

When working outside the setting:

- Staff record details of off-site meetings, including location, who they are meeting and expected return time
 - Appropriate safety measures are followed when handling or transporting money, based on a risk assessment
 - Managers maintain links with local agencies, including the police, where advice or support may be required
-

Home Visits

Home visits are carried out only where appropriate and at the discretion of the manager. The following procedures are followed to ensure staff safety:

- A specific risk assessment is completed prior to each home visit
- Home visits are normally conducted by two members of staff (e.g. manager/deputy and key person)

- Details of the visit, including the address and expected return time, are recorded in advance
- Staff inform a designated contact person when leaving and confirm when the visit has been completed

During the visit:

- Staff carry a mobile phone at all times
- Staff do not enter a property if they feel unsafe (e.g. signs of aggression, intoxication or unsafe conditions)
- Staff remain aware of their surroundings and position themselves safely within the environment

Emergency procedures:

- An agreed code word or phrase is in place for staff to discreetly signal if they feel at risk
- Use of this code will prompt immediate action, including contacting emergency services
- If staff fail to return at the expected time, the setting will attempt to contact them and, if unsuccessful, escalate concerns appropriately, including contacting the police

Managing Challenging or Aggressive Behaviour

Where a parent or visitor becomes agitated, distressed or aggressive:

- Staff will remain calm and professional, using clear and non-confrontational communication
- Where possible, the situation will be moved away from children to a more appropriate area, while ensuring safety (e.g. doors not fully closed)
- Two members of staff will be present where possible

Staff will:

- Speak calmly and listen to concerns
- Avoid language that may escalate the situation
- Make it clear that respectful behaviour is expected

If behaviour escalates:

- Staff will explain that the discussion cannot continue if behaviour remains inappropriate

- Where necessary, the individual may be asked to leave the premises
 - If there is a risk to safety, the police will be contacted
-

Recording and Follow-Up

- All incidents involving staff safety concerns are recorded
- Relevant details are documented, including actions taken and any outcomes
- Incidents are reviewed to inform future risk assessments and procedures