



Stepping Stones Policies 2018





Administration of Medication

Stepping Stones will not administer any medicine to a child unless prescribed (this is defined as any medication requiring a medical or dental practitioner's prescription) by a doctor or dentist; Medicines will be kept in appropriate storage out of reach of the children.

Stepping Stones does impose certain conditions before it will accept the responsibility of administering medication to children in its care:

- Only prescribed medicines will be administered by a qualified member of staff.
- Children under the age of 16yrs will not be given medicine containing aspirin unless prescribed for that child by a doctor.
- Prescribed medicine must be in its original container, in date and clearly marked with the name of the child, the dosage (times that the medication should be administered)
- Out of date medication will not be accepted.
- Only oral medication will be given - Stepping Stones will not administer eye and/or ear drops.
- Parents/carers must hand the medicine directly to a member of staff.
- Parents/carers must fill in a medication consent form , giving their permission for the medicine to be administered.
- Parents/carers will be asked to sign (at the end of the day) that a staff member has given their child the correct dosage of medicine

Medication care for long term needs

Where a child is prescribed medication for a medical need such as asthma the Pre-School Manager/senior will develop a Health Care Plan with the parent.



Appraisal of Staff

Statement

Appraisals are a private meeting between staff member and the Pre-School Manager that must take place in an atmosphere of trust and understanding.

All information shared is confidential (unless it is felt that further action should be taken) and stored in a separate appraisal file.

Appraisals are a way to reflect on your own continuing professional development.

Stepping Stones aims

An appraisal will take place annually for existing members of staff.

New members of staff will receive regular catch ups during their probationary period. The probationary review meetings will consist of a meeting between the member of staff and the pre-school Manager.

Prior to the meeting, each member of staff will be given a self-appraisal form to complete and be informed of when and where the meeting will take place.

Format for the annual appraisal

The staff member and Pre-School Manager will talk through their self-appraisal form, given prior to the meeting and discuss the views of the parents also. The Pre-School Manager will bring forward any issues that are felt relevant to the work of this particular member of staff and will make notes on the discussion which arises.

If as a result of the meeting, the specific action is considered relevant, a date for this action to be completed will be set. The member of staff will be informed of this, and where necessary a date for a further meeting will also be set.

Objectives

- Greater confidence and improved morale for individual staff
- Better planning and delivery of care
- Better career planning and development
- Awareness of any improvements that could be made in the setting
- Acknowledge the view of adults accessing our services.



Behaviour Management (and Bullying)

It is central to the philosophy of Stepping Stones that all staff should be very positive at all times towards the children, towards each other and towards the pre-school. Gill Powell, is responsible for supporting the children, parents and staff with any behaviour management issues. Any issues or problems arising with children, other members or staff or parents should be discussed in private with Gill Powell (Pre-school Manager). The passing of negative comments about parents, other staff or children is not acceptable in any other forum.

Positive approaches

The children at Stepping Stones are given lots of praise for good behaviour and daily reminders are used in the form of 'Golden rules' which remind children of the positive interactions to use with friends, equipment and their carers.

Language

The staff have some Makaton training and are able to use these signs to support children with either limited, delayed speech or have EAL (English as an additional language).

We recognise that children will pick up speech habits from others, and may use speech which is inappropriate without realising this to be the case. If this happens the parent must be informed and the difficulty pointed out. The parent must be requested to work with the child to show the child that the comments the child has made are not acceptable within the pre-school. Unacceptable verbal behaviour within this context includes any form of racist comments, verbal bullying and swearing.

When dealing with inappropriate behaviour the staff will get down to the child's level and use clear, concise and age appropriate language. Staff must focus on the behaviour that is inappropriate rather than the child.

Boisterous play

We regard rough and tumble play and play that has aggressive themes, such as superhero and weapon play, as normal for young children and acceptable within limits. Staff will judge if such play becomes hurtful or inconsiderate and will then deal with it by using the procedures outlined for dealing with inappropriate behaviour.



Conflict management

The children are encouraged to become independent problem solvers by working together to resolve conflict.

Physical and emotional

The team of staff at Stepping Stones are trained professionals who understand that the majority of young children experience some form of challenging behaviour during their developmental process. This behaviour may display itself in the form of physical outbursts. Staff will work together with the parents and child to develop a united strategy to address the behaviour and not the child.

Early Years Practitioners will put in place general early behavioural interventions such as:

- An immediate verbal response to the action.
- A gentle explanation to the child as to why the behaviour was unacceptable.
- If unacceptable behaviour persists, the child will be given a maximum of three verbal reminders.
- If necessary a child may be taken to sit on 'thinking time' or to a 'quiet space' to have time to calm down and reflect.
- Parents will be informed during feedback at the end of the day of the event and the intervention used. Parents will be asked to sign copies of incident forms, or accident forms.
- Early Years Practitioners and parents will work together to promote wanted behaviour.
- Staff and parents may discuss changes at home that may have triggered the change of behaviour

If there are further occurrences we will use the following procedures, the staff will use an incident form to record the occurrence (kept in a secure place on site). This information may be shared with the Area SENDCO team, if the staff and parents require further advice.

Staff will use an observation sheet to record what happened before and after the event occurred, and room tracker sheets. These observations will then be used to influence action plans and possibly IEP's. Working with parents, child and staff and possibly other professionals a decision to compile an individual educational plan may be made.

- In collaboration with parents staff may devise good behaviour charts with a focus on receiving a visual reward (collect pictures eg. three Hello Kitties) for good behaviour.



- Staff and parents may create a space at nursery/ and possibly home where the child can have some time to themselves to be alone and release their frustrations

We will follow these procedures in a way that is appropriate to the maturity of the child and the misdemeanour.

In the case of extreme unacceptable behaviour Stepping Stones will send the parents a letter warning them that the child will be excluded from the pre-school if the behaviour does not stop within the following weeks.

Physical intervention

In our pre-school adults may well use touch to prompt, to give reassurance or to provide comfort. To use touch/physical intervention successfully, staff will adhere to the following principles:

- Be non-abusive, with no intention to cause pain or injury
- Be in the best interests of the child and others around them
- Take account of the gender issues
- Where possible lower the child to the floor so that they are in a safe place, try to clear area from obstruction

We are committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive or difficult behaviour, and only use physical interventions as a last resort.

Every effort must be made to ensure that handling is appropriate and will not hurt the child in any way.

An incident form must be completed and parents informed at the end of the day.

Should staff have the need to regularly use physical intervention with a child a risk assessment and/or care plan may be devised.

Anti-bullying

We believe that children have a right to learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone - children, parents and staff. It is unacceptable and will not be tolerated at Stepping Stones. .



Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist or sexist remarks)
- Indirect (spreading rumours, excluding someone from social groups)

Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or clinging to adults.

At Stepping Stones we are committed to watching out for signs of bullying and act promptly and firmly against it in accordance with our policy.

In order to achieve this:

- Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within the pre-school and explained to all newcomers, both children and adults.
- All adults in the pre-school will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- Adults in the pre-school will praise and endorse desirable behaviour such as kindness and willingness to share.
- We will use approved methods for helping children to prevent bullying as and when appropriate. These may include: reading stories about bullying; making up stories and poems about bullying, and drawing pictures about bullying.
- All adults will try to provide a positive model for the children with regard to friendliness, care and courtesy.

When children behave in unacceptable ways:

- In cases of bullying type behaviour, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.
- Children who show bullying behaviour will be given one-to-one adult support in seeing what was wrong and working towards a better pattern.
- In any case of bullying it will always be made clear to the child or children in question that it is the bullying behaviour and not the child that is unwelcome.



- Adults in the pre-school will make themselves aware of, and respect, a range of cultural expectation regarding interactions between people.
- Any problems with bullying will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.
- Recurring problems will be tackled by the whole pre-school, in partnership with the child's parents, using objective observation records to establish an understanding of the cause. This data would then be collated, analysed and acted upon.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs.
- Other behaviour management techniques may be used, as outlined in the Behaviour Management Policy.



Biting Policy

Biting is part of a normal developmental stage for young children who are teething and are still developing their language skills. It is usually a temporary condition which is most common between 13 and 24 months of age. However, because of the danger this behaviour represents to other children, repeated biting in a group childcare setting cannot be tolerated and requires positive intervention on the part of both the staff and the parents.

Aim

The staff will maintain a close and constant supervision of the children at all times but due to the speed and randomness with which biting incidents often occur, it is not always possible to prevent these from happening. Our biting policy addresses the actions the staff will take if a biting incident occurs.

Method

When a biting incident happens it is very scary, frustrating and stressful for children, parents and staff. It is also not something to blame on children, parents or staff, and there are no quick and easy solutions to it. Children bite for a variety of reasons: simple sensory exploration, panic, crowding, seeking to be noticed, or intense desire for a toy. Repeated biting becomes a pattern of learned behaviour that is often hard to stop because it does achieve results: the desired toy, excitement, attention.

Our policy for handling a biting incident is as follows:

- The biter is immediately removed from the group with a firm "No....we don't bite people"
- The bitten child will be comforted immediately and the bitten area attended to i.e. cold pack to bitten area if skin is not broken. If the skin is broken, there may be a risk of infection such as tetanus and Hep B and after first aid measures have been taken, parents should be contacted.
- The bitten area should continue to be observed by parents and staff for signs of infection.
- We will remain calm and firmly remove the child who bites away from the person (whether child or adult) whom they are biting. We might decide to walk away from the child for a short period to emphasise our disapproval. Depending on the child's stage of development, we will implement a period of "time out" in accordance with our behaviour policy.



- A report of the incident will be made in our accident book and the parents of both children will be notified of the incident. An A,B,C incident form will be completed for serial biters.
- Confidentiality of all children involved will be maintained, although it must be noted that the child will often tell their parents the name of the biter.
- We look at the context of each biting incident to see if a pattern can be identified, in an effort to prevent further biting behaviour.
- We work with each biting child on resolving conflict or frustration in an appropriate manner.
- We try to adapt the environment and work with parents to reduce any child stress.
- If a child bites more than once, whenever possible a member of staff will shadow them for as long as is felt appropriate both to protect potential victims and to try to understand why the biting is happening.
- If a child consistently bites or an older child bites more than twice a meeting will be held with the staff team to discuss appropriate and consistent behavioural techniques and the child's parents/carers will be invited in to the setting to discuss strategies and explain how the behaviour is dealt with in the setting.
- A plan of action will be developed for a child who consistently bites.
- Depending on the age of the child if they still continue to bite the parent may be asked to pick their child up straight after the next bite to reinforce that biting is not acceptable at the preschool.
- In extreme cases if it is deemed in the best interest of the pre-school, the biter and the other children, the child may be excluded for the duration of the biting stage.



Fees Policy for September 2017

Stepping Stones aim to provide affordable pre-school education to children aged between 2 and 5 years.

Fees are paid half-termly in advance and should be paid within the first two weeks of term. If you have difficulties paying an arrangement to pay weekly can be made.

Present fees are: £4.40 for an hour (£13.20 a session) for children aged 3 who are eligible for the grant or a nursery educational grant. Fees for 2 year olds are £4.50 an hour (£13.50 a session).

Half a terms notice is required if you have to leave Stepping Stones. Fees will be charged for the half term if no notice is given.

You will be asked to pay for all sessions booked. Exceptions to this will only be permitted in special circumstances e.g.: If your child has a prolonged illness.

Free Entitlement

Children are entitled to funding from South Gloucestershire Council for **15 or 30 hours per week for 38 weeks a year, from the term following their 3rd birthday, or children receiving 2 year old funding.** Funding can be split between different places. Please see a member of staff regarding 2 year old funding.

The Nursery Education Grant (NEG) year is divided into 3 terms: Autumn, spring and summer. Full details of the Nursery Education Grant system are available from the Pre-School Manager, Leader or Administrator.



Child Protection Policy and Procedure

This child protection policy and procedure forms part of our safeguarding children arrangements.

Aims

- ❖ We consider that the welfare of the child is paramount and it is the duty of members, staff and volunteers under HM Government's Working Together to Safeguard children 2015 to implement this policy, and to ensure that it has in place appropriate procedures to safeguard the well-being of children and young people and protect them from abuse

Definitions of Abuse

The 1989 Children Act recognises four categories of abuse:

- **Physical Abuse** - actual or likely physical injury to a child, or failure to prevent physical injury. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.
- **Sexual Abuse** - actual or likely sexual exploitation of a child or adolescent, whether or not the child is aware of what is happening. The child may be dependent or developmentally immature. Sexual abuse also includes non-contact activities, such as involving children in looking at or in the production of sexual images.
- **Emotional Abuse** - severe or persistent emotional ill treatment or rejection likely to cause adverse effect on the emotional and behavioural development of a child. It may involve seeing or hearing the ill-treatment of another. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **Neglect** - the persistent failure to meet a child's basic physical and/or psychological needs, or the failure to protect a child from exposure to any kind of danger, resulting in the significant impairment of a child's health or development, including failure to thrive.

Domestic Abuse. Staff may be working with children experiencing violence at home. Children experiencing this may demonstrate many of the below symptoms. Staff will need to treat them sensitively, record their concerns and consider informing Social Care.

Historical Abuse. There may be occasions when a child will disclose abuse (either sexual or physical, emotional or neglect) which occurred in the past. This information



needs to be treated in the same way as a disclosure of current child abuse. The reason for this is that the abuser may still represent a risk to children now.

Female Genital Mutilation (FGM)

Female circumcision is illegal in the UK and it is an offence to take UK nationals abroad to aid, abet or carry out FGM. All agencies have a statutory responsibility to safeguard children from being abused through FGM. If you are concerned that a girl is at risk of FGM this is a child protection issue and must be documented and reported to Social Care and or the police.

Some warning signs that **MAY** indicate a girl is at risk of FGM include:

- Parents requesting an extended leave from school on top of school holidays
- If a girl comes from a country that has high prevalence of FGM
- Mother and other siblings have already undergone FGM
- Child may indicate that they are going for a special event

For more information on this topic, see the online South West Child Protection Procedures or the contact the NSPCC. Contact details in the appendix.

The Prevent Duty

It is essential that staff members are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology, as with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. It is important to take action if staff observe behaviour of concern.

Any concerns will be referred through First Response in the first instance.

Confidentiality and Appropriate Disclosure of Information

Confidentiality is crucial to all our relationships, but the welfare of the child is paramount. The law does not allow anyone to keep concerns relating to abuse to themselves. Therefore, confidentiality may not be maintained if the withholding of information will prejudice the welfare of the child.

All information that has been collected on any child will be kept locked and secure and access will be limited to the appropriate staff, management and relevant agencies.



In the event of an investigation it is essential that no information on child protection concerns relating to a child are disclosed inappropriately. Any such leaks could have serious consequences for both the child concerned and any investigation.

Whilst parents/carers have the right to see any records kept on their child. This might not always be appropriate, and should not put the child or yourself at risk.

It is very important that only those who need to know, actually know, to avoid rumour and gossip that could affect the child, parent/carer and the group.

Recognising Abuse

Recognising abuse is one of the first steps in protecting children and young people. There could be signs or behaviour that makes you feel concerned. All staff should be alert to the following types of behaviour in the children:

- Becoming excessively aggressive, withdrawn or clingy.
- Seeming to be keeping a secret.
- Significant changes in children's behaviour
- Deterioration in children's well-being
- Unexplained bruising, marks or signs of possible abuse or neglect
- Unreasonable fear of certain people or places
- Acting out in an inappropriate way perhaps with adults, other children, toys or objects
- Children's comments which give cause for concern, eg. inconsistent explanations of bruising, injuries or burns
- Sexually explicit language or actions

Staff should be equally vigilant regarding signs relating to disabled children and not automatically assume that any of the above relates to their impairment.

Not all concerns about children relate to abuse, there may well be other explanations. It is important to keep an open mind and consider what you know about the child and their circumstances.

If you are worried, it is not your responsibility to investigate and decide if it is abuse. It is your responsibility to act on your concerns and do something about it.

1. What to do if Abuse is Disclosed

Stepping Stones is committed to ensure that it meets its responsibilities in respect of child protection by treating any allegation seriously and sensitively.



- Stay calm.
- Listen to what the child/young person is actually saying.
- Reassure them that they have done the right thing by telling you.
- **Do not ask leading questions.** Ensure that any questions asked are open or for clarification, not leading/closed questions. For example an open question is: Why are you upset? A closed question is: Are you afraid to home because your Mum will hit you?
- Do not ask the child to repeat what they have told you, for another staff member; as if the matter is to be investigated further it will be done so by trained professionals.
- Do not promise the child that this can be kept a secret, as subsequent disclosure could then lead to the child feeling betrayed. Explain that you are obliged to inform other people.
- Reassure the child that the people who will be informed will be sensitive to their needs and will be looking to help protect them. Inform them that it is not in their interests to keep the disclosure confidential and it will have to be passed on to the appropriate agencies.
- Make a note of any conversations with the child, trying to make these as detailed as possible, including when and where the conversations took place. Draw a diagram, if appropriate, to show the position of any bruises or marks the child or young person shows you, trying to indicate the size, shape and colour.
- Record as soon as possible and use the **actual words** used by the child.
- Keep all records factual. Be aware of not making assumptions or interpretations of what the child/young person is telling you. Store all records securely.
- Discuss your concerns with the person responsible for child protection.
- If appropriate, inform parents/carers that you are going to report your suspicions/concerns. This might not always be possible and should not put the child or yourself at risk. When you report an incident, the First Response officer will ask if the parent/carer has been informed. If they haven't they will want to know the reasons why.
- If possible, report this information yourself to an appropriate agency. ART and OFSTED will need to be informed. Follow up any telephone referral using a referral form.
- The person to whom the disclosure was made should ensure that the child who has disclosed the information is informed about what will happen next, so they can be reassured about what to expect.

2. What to do if Abuse is Suspected

- The staff should keep monitoring the child's behaviour, making a note of any particular concerns (when, where and what happened).
- Discuss concerns with the designated safeguarding officer responsible for child protection. The child's parents/carers should be seen at the earliest opportunity



to ascertain if there is a known reason for a change in behaviour (e.g. a change in family make-up, death of family member, pet).

- You should remember that if abuse is taking place, do not assume the parents are causing it, there may be other family members or friends or other individuals who are causing it. Keep an open mind.
- Any member of staff or volunteer can contact the relevant agency to discuss any concerns they have and seek guidance before actually reporting any child protection issues. It is appropriate to seek support from the Child Protection Officer, as to how to deal with situations and confirm appropriate action to take.
- If you are still concerned about the welfare of the child/young person, this information must be passed on to the appropriate agency. It is important to remember that if you report concerns, you are not reporting the parents/carers - you are reporting to protect the welfare of the child.
- If appropriate, inform parents/carers that you are going to report your suspicions/concerns. This might not always be possible and should not put the child or yourself at risk. When you report an incident, the duty officer will ask you if the parent/carer has been informed. If they haven't, they will want to know the reasons why.
- If ART has been contacted and they pass you to Children's Social Care Referral and Assessment Team (Social Services). Social Care should let you know that they are responding to what you have told them. (follow up telephone referral with a written report). It is unlikely that you will be told what action has been taken unless it has implications for the scheme. If you have not heard from the Referral and Assessment Team, it may be appropriate to contact them to ensure that the details you gave them have been taken into consideration and acted upon.

3. What to do if it is an emergency

If you think a child is in immediate danger you should telephone the police on 999. In all other circumstances you need to refer the matter to Art and follow the procedure described in section 1 above.

In a medical emergency your first action may need to be one of the following:

- Telephone for an ambulance, or,
- Ask the parent to take the child to the hospital at once

The child is the legal responsibility of the parent/carer and they must be involved as soon as practical, unless to do so would put the child at immediate risk of harm. Having taken the necessary emergency action it is important that you make immediate contact with ART.



Working with Children and Young People

Prevent abuse by means of good practice

Because we are in a small hall it means adults will not be left alone with individual children apart from when taking to the toilet.

Toilet doors will be left ajar/open when a member of staff is aiding a child.

When changing children's nappies we do so in the main hall unless the child is older and self-conscious.

Adults who have not been registered as 'fit' persons will not take children unaccompanied to the toilet.

All staff and visitors mobile phones are left in marked box locked away in Stepping Stones cupboard in the meeting room for the duration of the session.

When going to the woods the box will be taken with us and not left unattended in the hall.

Pictures only to taken on Stepping Stones' cameras and seniors to be allowed to take home..

Children will be encouraged to develop a sense of autonomy and independence through adult support in making choices and in finding names for their own feelings and acceptable ways to express them. This will enable children to have the self-confidence and the vocabulary to resist inappropriate approaches.

The layout of the playroom will permit constant supervision of all children.

Recognising inappropriate behaviour in staff, volunteers and other adults.

There is no guaranteed way to identify a person who will harm children. However, there are possible warning signs. These may include:

- Paying an excessive amount of attention to a child or groups of children, providing presents, money or having favourites
- Seeking out vulnerable children, eg: disabled children
- Trying to spend time alone with a particular child or group of children on a regular basis
- Making inappropriate sexual comments
- Sharing inappropriate images
- Being vague about where they have worked or when they have been employed
- Encouraging secretiveness



- Deleting internet browser history on tablets, iPads and laptops.

There may be other sources of concern; this is not a conclusive list. If you are concerned about another staff member or volunteer's behaviour you need to pass this on to the Gill..

If a staff allegation is made, or you suspect a member of staff or volunteer of abuse or inappropriate behaviour

If it appears that a staff member or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child, or,
- possibly committed a criminal offence against or related to a child, or,
- behaved in an inappropriate way towards a child which may indicate that he or she is unsuitable to work with children,

Then these procedures must be followed:

- Record your concerns and report them to the Designated Senior.
- The Designated Senior should take steps to ensure that during the remainder of the working day that particular member of staff is not left in sole charge of the children or any child.
- At the earliest opportunity, contact the setting's Child Protection Officer.
- It may be clear in some cases that an immediate referral must be made to ART or to the police for investigation. In addition:
- Either the Designated Senior or the Child Protection Officer must then contact the Local Authority Designated Officer (LADO) WITHIN 1 WORKING DAY of receiving the report of an allegation.

Local Authority Designated Officer (LADO)

Telephone: 01454 866000

- The setting should then follow the LADO's advice on how to deal with allegations against staff.
- The setting should take advice from the LADO on how and when to inform the parents of the child.
- The setting is required to inform OFSTED of any allegations of abuse against a member of staff, student or volunteer, or any abuse that is alleged to have taken place on the premises or during a visit or outing within 14 days.
- If the concern is regarding the Designated Senior, the above procedure will be followed but the report will be made to the Deputy Safeguarding Lead Gill Powell.



When an allegation of abuse is made against a member of staff, the following procedure will take place in regards to that member of staff:

The member of staff will be informed that an allegation has been made but will not be told the details of the allegation, which could prejudice an investigation. The incident or incidents will not be discussed.

To safeguard the employee and to afford a calming down process, the employee will be suspended on full pay for a period of 2 weeks while preliminary enquiries are made.

The committee will in consultation with the area child protection committee / social services, decide on the appropriate action to be taken. Dependent on the nature and seriousness of the allegation, actions could include (but are not limited to): -

- Continued suspension from duty, with or without pay
- Remaining on regular duties but under close supervision at all times (not left alone with any children attending pre-school)
- Attending on restricted sessions only (not attended by the child/children involved)

The employer will act fairly and reasonably at all times and will endeavour to maintain the confidentiality of all those involved as well as the nature of any incident.

The member of staff who is under allegation will not discuss the incident with other members of staff, the media, the children and parents/carers of children attending the pre-school.

Outcome of Investigation

Should the member of staff be cleared of all allegations made, then he/she will return to work with no conditions attached.

Should the allegations be upheld following investigation, then the member of staff will be immediately discharged and the contract of employment will be severed due to breach of terms and conditions (see disciplinary - gross misconduct). No severance or redundancy payment will be made.

Recruitment of Staff and Volunteers

We acknowledge that paedophiles and those that pose a threat to children may be attracted to employment that allows them access to children and young people. As part of this policy we will ensure that people working with the children are safe to do so.



- All staff (including the setting's Manager) and volunteers will be checked by the Disclosure and Barring Service on joining the pre-school we will endeavour for all staff to apply for the update service.
- All people connected with the setting must declare all convictions/cautions incurred since DBS disclosure which may affect their suitability to work with children.
- Two references will be taken up prior to appointment for new staff/managers and volunteers and a medical reference may also be required.
- The selection and interview procedure of the setting will be adhered to. This must include a full employment history, qualifications, interviews and identity checks.

Use of mobile phone, cameras, tablets and iPads

Stepping Stones is aware of the risks associated with the use of mobile phones, cameras, tablets and iPads in the setting. To manage this appropriately we have a separate policy regarding the use of these devices.

Implementation and Monitoring

- The management will appoint a Child Protection Officer.
- A role of the Child Protection Officer will be to take the lead responsibility for safeguarding children within the setting and liaising with local statutory children's services agencies as appropriate. They must also attend a multi agency child protection training course, to be updated at least every 3 years.
- The setting will review this policy annually, to ensure it is being implemented. Appropriate action will be taken if deemed necessary.

-

Further Information

Working Together to Safeguard Children 2013 -

<http://www.education.gov.uk/aboutdfe/statutory/g00213160/working-together-to-safeguard-children>

Guidance for safer working practice for adults who work with children and young people

<http://webarchive.nationalarchives.gov.uk/20100202100434/dcsf.gov.uk/everychildmatters/resources-and-practice/ig00311>

EYFS Safeguarding and Welfare Requirements – Child Protection

Appendix A – Useful contacts



1. Setting Child Protection Officers (Lead)

Ceri Roper : 07766755872

2. Setting Deputy Lead

Gill Powell : 07853173221

Overall Child Protection Officer Level 2

Hannah Sedlen:

Referral Agencies

ART mon- fri 9am- 5pm-01454 866000 out of hours- 01454 615165

The place to call if you are concerned about a child or young person or think they need some help. Calls to ART may result in direct referral to a Social Work Team or to Early Help and/or advice and guidance being given about services to help families.

Out of Office Hours Tel: 01454 615 165 (Emergency Duty Team)

Police: Non emergency - Tel: 101 Emergency - Tel: 999 child protection unit: 0117 9455696

Children's information service (CIS)- 01454868008

Local Social Work Teams:

Kingswood: 01454 865384

Yate: 01454 868700

Severnvale: 01454 866832

For Staff Allegations Contact:

Local Area Designated Officer: 0145486600

Registered providers must inform Ofsted of any allegations of serious harm or abuse as soon as reasonably practicable, but at the latest within 14 days of the allegations



being made. Ofsted Compliance and Investigation Team (For reporting any Child Protection concerns) Tel: 0300 123 1231

Support and advice

South West Child Protection Procedures (online guidance) www.swcpp.org.uk

Childline -Tel : 0800 1111 (open 24 hours)

National Association for the Prevention of Cruelty to Children (NSPCC) -Tel: 0800 800 500

Bristol Safeguarding Children Board (training) -Tel: 0117 3532505



Child sickness policy

Aims

To provide a healthy and safe environment for all children.

Policy

We cannot accept any child who is unwell or who has had a serious infectious illness.

Procedure - Control of illness

There may be occasions when a child is not so ill as to require medical care but nevertheless the pre-school environment would be unsuitable. If a child arrives at the setting and the staff team do not consider him/her well enough to attend, the parent/carers will be advised accordingly. We will make every effort to stop the spread of infection within the setting but can only do this with the co-operation of parent/carers. Here is a list of the most common childhood ailments that are infectious and we have included the recommended exclusion period.

- Coughs, colds and sore throats - we appreciate that children often pick up cold viruses without being ill and accept they do not need to stay away from the setting, however, if they have a raised temperature, continued cough, or are unable to eat, then exclusion will be necessary.
- Any child with sickness or diarrhoea must be kept away from the setting for at least 48 hours after the last episode of sickness and / or diarrhoea
- Temperatures - any child with a raised temperature, even if not accompanied by any other symptoms, should be kept away.

Illness - action for staff

- If a child becomes unwell during a session, make them comfortable in a quiet place and keep under observation, noting any changes in condition. Very sick children will not be left unattended. If there is a danger of vomiting, give a bowl or bucket.
- Contact the child's parent/carer and give them precise details of the child's condition. Discuss with them the best course of action, eg. to collect the child.
- Ask the parent/carer to keep them at home until s/he has recovered.



- If a parent/carer says that their child has been unwell but now seems to have recovered, ask for exact details, remind them that our policy is to ask them not to send a child to the setting for 48 hours after the final episode.

Hygiene

To prevent the spread of all infection adults will ensure that the following good practices are observed.

- Personal hygiene
 - Hands washed after using the toilet.
 - A large box of tissues available and children encouraged to blow and wipe their noses. Soiled tissues will be disposed of hygienically.
 - Children encouraged to shield their mouths when coughing.
 - Paper towels and electric hand dryers are available for use in the toilet and disposed of appropriately.
 - Hygiene rules related to bodily fluids followed with particular care and all staff aware of how infections, including HIV, can be transmitted.
 -
- Cleaning and clearing
 - Any spills of blood, vomit or excrement wiped up and flushed down the toilet. Rubber gloves always used when cleaning up body fluids. Floors and other affected surfaces disinfected. Fabrics contaminated with body fluids washed thoroughly in hot water.
 - Spare clothes available and polythene bags to wrap soiled garments.
 - All surfaces cleaned daily with appropriate cleaner.

Food

We will observe current legislation regarding food hygiene, registration and training.

In particular, each adult will:

- Always wash hands before handling food and after using the toilet.
- Not be involved with the preparation of food if suffering from any infectious/contagious illness or skin trouble.
- Never smoke, cough or sneeze over food.
- Prepare raw and cooked food in separate areas and keep all food covered.
- Ensure waste is disposed of properly, in a covered bin, away from the children.
- Wash fruit and vegetables thoroughly before use.



- Tea towels and towels will be kept clean and washed between each session.
- All utensils will be kept clean and in a drawer.
- Cracked or chipped china will not be used.

Information sources

- Parents will have the opportunity to discuss health issues with us and will have access to information available to the pre-school.
- We will maintain links with health visitors and gather health information and advice from the local health authority information services and/or other health agencies.
-

Ongoing medical needs

For chronic illnesses eg. Asthma or children with special medical needs, we will administer, as necessary, any medication. A record will be made of the time and parents will be asked to acknowledge this with their signature. This will be in accordance with the setting's Medication Policy.

Serious illness

If a child should suddenly become seriously ill during the duration of the group, we will immediately seek medical attention. The setting will follow its **Serious Accident and Emergency Procedure in the First Aid Policy**.

Riddor 95

Riddor 95 means the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995, which came into force on April 1st 1996.

Reportable diseases include certain poisonings, some skin diseases, lung diseases, infections such as hepatitis, tuberculosis, anthrax, legionellosis and tetanus. If you are unsure ask a Health Professional for advice or refer to the Riddor web-site on www.riddor.gov.uk.

You must keep a record, which includes the date and method of reporting, the date, time and place of event, the personal details of those involved and a brief description of the nature of the event or disease. Use your incident book.

As well as reporting the outbreak to Riddor, notify Ofsted if you are a registered childcare provider.

Ofsted: 0300 1231231

Riddor Incident Contact Centre



Caerphilly Business Park

Caerphilly

CF83 3GG.

Tel: 0845 300 99 23



Confidentiality and data protection policy

We understand that at times, the work of the pre-school and with children and families will bring our staff into contact with confidential information. To ensure that all use and work in the setting can do so in confidence, confidentiality will be respected in the following way:

Aims

- The setting will ensure that all information is stored and shared according to the regulations and guidance of the Data Protection Act 1998.
- The setting will ensure that the staff team are aware of the implications of confidentiality in so far as it affects their roles and responsibilities within the setting.
- The setting will ensure it facilitates an open approach with the parents/carers with regard to its policies and procedures and the information that the setting holds on their child.

Procedure

- All personal records will be stored in a secure location. For paper records this means, within lockable storage.
- The safety and welfare of the children will be paramount; any disclosures relating to issues of child protection will be discussed with the relevant agencies and our child protection policy will be implemented.
- All children's records will be available to the parents / carers of that child, but they will not have access to any information about other children. This includes having separate accident and incident reports to respect the confidentiality of the other children. Relevant staff will also have access to this information.
- Records and information will be made available to parents/carers upon request unless subject to an exemption. If for any reason a request is going to be refused, then this decision, and an explanation, will be communicated in writing.
- Staff will not discuss individual children, other than for purposes of planning / reviewing or group management, with anyone other than the parents / carers of that child without their permission.
- Any serious concerns / evidence relating to a child's personal welfare will be recorded and kept in a confidential file and will not be shared within the setting except with the necessary staff and the parents / carers. The exception to sharing information with the parents / carers is where doing so would put the child at significant risk of harm.
- Personal information will not be released to external agencies without the prior permission of parents / carers. The exception to this is where doing so would put the child at significant risk of harm.



- The management, staff, volunteers and any other individual associated with the running or management of the setting will respect confidentiality by:
 - Not discussing confidential matters about children with other parents/carers.
 - Not discussing confidential matters about parents/carers with children or other parents/carers
 - Not discussing individual children outside of the nursery.
 - Not discussing confidential information about staff members.
- Issues to do with the employment of staff, whether paid or unpaid, will remain confidential to those directly involved with making personnel decisions.
- Students and volunteers will be advised of our confidentiality and data protection policy and are required to respect and adhere to it.
- Staff failing to show due regard for confidentiality will be liable to disciplinary action under the provisions of the Disciplinary Procedure

Complex Issues

Data Protection, Freedom of Information, Confidentiality and Information Sharing is a complex area and the setting will seek advice on complex issues from:

- Data Protection www.ico.gov.uk
- Freedom of Information of information Act www.ico.gov.uk

Legislation

Data Protection Act 1998

Freedom of information Act 2000



Equal Opportunities Policy

Stepping Stones is committed to eliminating discrimination of all kinds and encouraging diversity amongst our workforce. We will strive to make our service accessible to all parents who wish to use it and we will ensure that no child, individual* or family will be unlawfully discriminated against on the grounds of age, sex, sexuality, family status, means, disability, race ethnic origin, culture, religion or belief. We are committed to creating an environment in which individual differences and everyone's contributions are recognised and valued and we believe in promoting dignity and respect to all.

*Includes staff members and volunteers.

Recruitment and Employment

We will recruit and employ people on the basis of their skills, experience and knowledge. We aim to ensure that no applicant or employee is subject to discrimination of any kind (see appendix 3) on the grounds of having, or being perceived as having, or being associated with someone who has, a protected characteristic, as defined by the Equality Act 2010 (see appendix 2). We will advertise for staff and management using a mix of methods. We will always follow the procedures outlined in our Recruitment Procedure. Training, development and progression opportunities will also be available to all staff (where possible).

Information

We will aim to make information on our pre-school as accessible as possible to all users, potential users and interested parties, seeking appropriate additional support to do so where necessary. Where appropriate, we will provide translations into relevant languages, large print or Braille and will use jargon free, clear and understandable language. We will also use a translator where appropriate.

Inclusive Practice

We aim to provide an environment, play opportunities and activities that are inclusive and accessible for all children and for all children to feel welcomed and valued. We will do this by:

- Recognising children's individual needs through observation, reflective practice and working in partnership with parents and other professionals.
- Providing positive resources, displays and activities that reflect different cultures, races, abilities, sexual orientation, gender, families etc
- Challenging inappropriate attitudes and practices.
- Providing appropriate support and making reasonable adjustments to meet each child's needs.



- Identifying a member of staff who will take on the role of Special Educational Needs Co-ordinator (SENDCO), who will lead on and take responsibility for inclusive practice.
- Following the nursery's Inclusion Policy.

Harassment

We will not tolerate incidents of harassment or abuse and will address any complaint or occurrence of harassment or abuse promptly. This includes harassment by third party and harassment directed at others, as defined by the Equalities Act 2010.

We will deal with incidents sensitively, with a view to supporting both parties involved in the incident, that is the person who has been harassed and the perpetrator. We will work with the perpetrator with the aim of helping them to overcome their prejudice and understand the effect of their behaviour.

Cases of harassment will invoke disciplinary measures for the perpetrator. For staff and management this will be in line with our Disciplinary and Grievance Procedures. In the case of parents exhibiting discriminatory behaviour, we will remind them of their need to comply with this policy. If further incidents occur, this will result in them being asked to leave the premises and prevented from returning until written assurance has been received stating that they will comply with it.

Parents with concerns over staff behaviour should follow our general complaints policy.

Where the perpetrator is a child, we will follow our Behaviour Management/Anti Bullying Policy and Procedures.

All incidents of harassment or abuse will be recorded as an incident on the appropriate form and if necessary Ofsted will be informed.

Staff Awareness and Training

All staff will be made aware of this policy through the induction procedure. Staff and management will be offered training in all relevant aspects of Equal Opportunities.

Monitoring

Through reflective practice and self evaluation, we will implement monitoring systems to highlight shortcomings and review our procedures and practice accordingly on a regular basis. This policy itself will be reviewed annually.



Celebrating festivals and other cultures

As a pre-school we aim to introduce our children to a broad range of faiths and also support the child's family heritage, these may include Eid, Christmas and Diwali.

Children will hear, see, taste and feel materials, foods and music from other countries and religions. Our team of staff will involve children in stories, dancing and other activities based around these festivals. Our aim is to encourage our children to become global citizens and therefore be actively aware of the diverse world that they are part of.

Appendix 1

Equality Act 2010

The Act brings together for the first time all the legal requirements on equality that the private, public and voluntary sectors need to follow. It affects equality law at work and in delivering all sorts of services. It replaces all the existing equality law including:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995

Appendix 2

The Protected Characteristics: key points

The Act protects individuals and groups from discrimination based on their "protected characteristics". There are nine protected characteristics and they vary slightly in their bearing according to whether a person is using a service or at *work:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership



- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

Age

The Act protects people of all ages. However, different treatment because of age is not unlawful direct or indirect discrimination if you can justify it, ie if you can demonstrate that it is a proportionate means of meeting a legitimate aim. Age is the only protected characteristic that allows employers to justify direct discrimination.

Disability

The Act has made it easier for a person to show that they are disabled and protected from disability discrimination. Under the Act, a person is disabled if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities, which would include things like using a telephone, reading a book or using public transport.

6 THE EQUALITY ACT - WHAT'S NEW FOR EMPLOYERS? As before, the Act puts a duty on you as an employer to make reasonable adjustments for your staff to help them overcome disadvantage resulting from an impairment (eg by providing assistive technologies to help visually impaired staff use computers effectively). The Act includes a new protection from discrimination arising from disability. This states that it is discrimination to treat a disabled person unfavourably because of something connected with their disability (eg a tendency to make spelling mistakes arising from dyslexia). This type of discrimination is unlawful where the employer or other person acting for the employer knows, or could reasonably be expected to know, that the person has a disability. This type of discrimination is only justifiable if an employer can show that it is a proportionate means of achieving a legitimate aim. Additionally, indirect discrimination now covers disabled people. This means that a job applicant or employee could claim that a particular rule or requirement you have in place disadvantages people with the same disability. Unless you could justify this, it would be unlawful. The Act also includes a new provision which makes it unlawful, except in certain circumstances, for employers to ask about a candidate's health before offering them work.



Gender Reassignment

The Act provides protection for transsexual people. A transsexual person is someone who proposes to, starts or has completed a process to change his or her gender. The Act no longer requires a person to be under medical supervision to be protected - so a woman who decides to live as a man but does not undergo any medical procedures would be covered. It is discrimination to treat transsexual people less favourably for being absent from work because they propose to undergo, are undergoing or have undergone gender reassignment than they would be treated if they were absent because they were ill or injured.

Marriage and Civil Partnership

The Act protects employees who are married or in a civil partnership against discrimination. Single people are not protected.

Pregnancy and Maternity

A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she is entitled. During this period, pregnancy and maternity discrimination cannot be treated as sex discrimination. See Annex 1 for an example. You must not take into account an employee's period of absence due to pregnancy-related illness when making a decision about her employment.

Race

For the purposes of the Act 'race' includes colour, nationality and ethnic or national origins.

Religion or belief

In the Equality Act, religion includes any religion. It also includes a lack of religion, in other words employees or jobseekers are protected if they do not follow a certain religion or have no religion at all. Additionally, a religion must have a clear structure and belief system. Belief means any religious or philosophical belief or a lack of such belief. To be protected, a belief must satisfy various criteria, including that it is a weighty and substantial aspect of human life and behaviour. Denominations or sects within a religion can be considered a protected religion or religious belief. Discrimination because of religion or belief can occur even where both the discriminator and recipient are of the same religion or belief.



Sex

Both men and women are protected under the Act.

Sexual orientation

The Act protects bisexual, gay, heterosexual and lesbian people.

Appendix 3

Types of discrimination:

Definitions

Direct discrimination

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have (see perception discrimination below), or because they associate with someone who has a protected characteristic (see discrimination by association below). Annex 1 contains an example of direct discrimination.

Discrimination by association

Already applies to race, religion or belief and sexual orientation. Now extended to cover age, disability, gender reassignment and sex. This is direct discrimination against someone because they associate with another person who possesses a protected characteristic. See Annex 1 for an example of discrimination by association.

Perception discrimination

Already applies to age, race, religion or belief and sexual orientation. Now extended to cover disability, gender reassignment and sex. This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic. See Annex 1 for an example of perception discrimination.

Indirect discrimination

Already applies to age, race, religion or belief, sex, sexual orientation and marriage and civil partnership. Now extended to cover disability and gender reassignment. Indirect discrimination can occur when you have a condition, rule, policy or even a practice in your company that applies to everyone but particularly disadvantages people who share a protected characteristic. Indirect discrimination can be justified if you can show that you acted reasonably in managing your business, ie that it is 'a proportionate means



of achieving a legitimate aim'. A legitimate aim might be any lawful decision you make in running your business or organisation, but if there is a discriminatory effect, the sole aim of reducing costs is likely to be unlawful.

Being proportionate really means being fair and reasonable, including showing that you've looked at 'less discriminatory' alternatives to any decision you make. Annex 1 contains an example of indirect discrimination.

Harassment

Harassment is "unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual".

Harassment applies to all protected characteristics except for pregnancy and maternity and marriage and civil partnership. Employees will now be able to complain of behaviour that they find offensive even if it is not directed at them, and the complainant need not possess the relevant characteristic themselves. Employees are also protected from harassment because of perception and association (see page 3). See Annex 1 for some examples of harassment.

Third party harassment

Already applies to sex. Now extended to cover age, disability, gender reassignment, race, religion or belief and sexual orientation. The Equality Act makes you potentially liable for harassment of your employees by people (third parties) who are not employees of your company, such as customers or clients. You will only be liable when harassment has occurred on at least two previous occasions, you are aware that it has taken place, and have not taken reasonable steps to prevent it from happening again. See Annex 1 for an example of third party harassment.

Victimisation

Victimisation occurs when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so. An employee is not protected from victimisation if they have maliciously made or supported an untrue complaint. There is no longer a need to compare treatment of a complainant with that of a person who has not made or supported a complaint under the Act.

Appendix 4

Further Information



- ACAS website - www.acas.org.uk
- The Equalities and Human Rights Commission - www.equalityhumanrights.com
- The Government Equalities Office - www.equalities.gov.uk
- Business Link - www.businesslink.gov.uk
- Direct Gov - www.direct.gov.uk



Safety - Policy and Practice

The safety of our children and adults is of paramount importance at Stepping Stones. We ensure that:

- All children are supervised by adults at all times.
- A book is available at each session for reporting any accident /incident and is regularly checked.(see accident policy)
- If medication is given (e.g. in the case of asthma), all details will be recorded in a book and the parent/carer will be asked to sign it each time. (see medication policy.
- An adult will be at the door during arrivals and departures of children.
- Safety checks are made on the premises before each session.
- Equipment is checked regularly and any dangerous items repaired/discarded.
- The layout and space ratios allow children and adults to move safely and freely between activities.
- Fire exits are never obstructed.
- All dangerous materials, including medicines and cleaning materials, are stored out of reach of children.
- Children do not have unsupervised access to kitchens, cookers or any cupboards storing hazardous materials including matches.
- Adults do not walk about with hot drinks or place them within reach of children.
- Fire drills are held at least once a term. (see Fire Policy)
- A register of both adults and children is taken at the beginning of the session so that a complete record of all those present is available in any emergency.
- There is no smoking in rooms used by children. (see smoking, alcohol policy)
- A correctly stocked first aid box is available at all times. (see first aid policy)
- Fire extinguishers are checked annually and staff know how to use them.(see fire policy)
- Whenever children are in the premises at least two adults are present.
- Large equipment is erected with care and checked before use.
- Activities such as cooking, woodwork and energetic play receive close and constant supervision.
- On outings, the adult : child ratio is as felt appropriate within Ofsted guidelines. (see outing policy)
- Equipment offered is developmentally appropriate.
- The premises are checked before locking up at the end of the session.
- The garden is checked daily.

At Stepping Stone we endeavour to offer the children a wide range of opportunities to support and extend their development. To ensure we are doing this we may sometimes offer resources that either do not have a manufacturer's age guide or are outside of the recommended age band. When using such toys we reduce the risk and keep the children safe by:



- Carrying out risk assessments on the suitability of the resources to determine whether the benefit is greater than the slight risk of harm.
- Using the train room for toys that we believe are not suitable for under threes.
- Checking the resource in the choke tester- if the resource fits inside the tube fully and we are using it in an area with younger children an adult will sit with the resource and supervise the children whilst using it. If the adult has to leave the resource for any reason they **MUST** remove the resource from children's height or ask another adult to take their place supervising it.
- Carrying out checks on resources that wear down or may break such as chalks, pencils and crayons. Once they reach a size that's fits fully in the choke tube they are removed from the hall.



Fire policy

- In the event of a fire do not attempt to put it out yourself. Ensure the safety of the children in your care and yourself by collecting the children together and leaving by the nearest fire exit.
- A fire drill will take place 3 times a year.
- All members of staff are aware of the location of fire exits, and where to assemble after evacuation.
- Near each fire exit there is a notice explaining the fire procedures.

Procedure to be followed in the event of a fire at Elberton Hall

In the event of a fire/gas leak:

1. On hearing the whistle the children will be collected together and taken out of the nearest fire exit to the assembly point which is located on field by the woods.
2. The session leader will collect the register, telephone and parent contact details before going outside.
3. The deputy leader will be the last to leave the building and will check all areas for any persons left in the building.
4. Once outside the children will line up and the register will be taken.
5. The member of staff in charge that day will call the emergency services (999), using a mobile phone, once the building has been evacuated. If the member of staff does not have a mobile phone, and nor does any other member of staff, a member of staff will be despatched to the nearest building to use the phone there or to the nearest call box.

First Aid Policy and Procedure



Aim

The aim of this policy is to ensure the good health and safety of all those on site, and to provide for effective action should anyone become ill or suffer injury.

Policy

Stepping Stones will ensure that:

- Only First Aid qualified staff are allowed to administer First Aid and give First Aid advice.
- There is at least one person who has a current paediatric first aid certificate on the premises and available at all times when children are present, and accompany children on outings.
- There is a first aid box accessible at all times with appropriate content for use with children.
- We keep a written record of accidents or injuries and first aid treatment. We will inform parents and/or carers of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable, of any first aid treatment given.

Practitioners responsibilities are:

- To be aware of the setting's first aid arrangements and procedures.
- To take charge in the situation where personal injury or illness has occurred and where further medical help is needed.
- To ensure that a First Aid box is provided and stocked with appropriate items and to refer any issues to Gill Powell whose responsibility it is to see that all first aid kits remain appropriately stocked.
- To always take the first aid box, travel first aid pack and accident book on all trips.
- In cases of injury, the Practitioner's responsibility ends when the patient is handed over to the medical care or the parent/carer.

Accident forms



For all injuries (whether involving the children, staff or visitors) an accident form must be filled in at the first possible opportunity by the member of staff who witnessed the injury or who was closest at the time it occurred. In the case of an injury involving a child, the form must be signed by the parent/carer who collects the child.

- ❖ Accident forms for all eventualities, including children and staff, are then stored confidentially, in date order, in locked cupboards.

- ❖ Accident forms will trigger the Leader making enquiries about the appropriate supervision and organisation, or use of materials, at the site where the injury occurred to help prevent further accidents occurring. This may assist in informing a review of Risk Assessments.

Serious accident and emergency procedure



In the event of a child sustaining an injury/serious illness, a paediatric first aider will be called to the scene. The other members of staff present will take all of the other children away from the area.

The first aider will then proceed to treat the child and injury, following their training.

- The setting's first priority must be to ensure the safety of all present and to give necessary first aid attention.
- Parents/carers must be contacted as soon as possible.
- An ambulance should be called for anyone requiring hospital treatment. Settings should be ready to give:
 - The name of the person calling.
 - The address of the setting.
 - Name of the person who needs the ambulance
 - Reason for calling the ambulance, including any deterioration in the person's condition.

- Staff should not use their own transport unless their insurance policy specifically permits this and there is another member of staff available to accompany them.
- The Child Information Form and Child Medication form (if the child has one) must accompany the child to the hospital unless the parents/carers go with them.
- If necessary a practitioner will go with the child in the ambulance and stay with them until the parent/carer arrives, unless the parent/carer arrives before the ambulance. The setting will make sure information about which hospital the child is being taken to is shared with other staff.
- The setting will record all serious accidents in both the Accident and Incident book.
- The setting will notify Ofsted of any serious accidents or injuries as soon as possible and within 14 days of the incident. Ask if this incident is also reportable to your local child protection agency and if so report to the incident as required. We will keep clear records of the original incident and all actions taken.
- The setting will immediately report fatal or major injuries by telephone to Ofsted and the Health and Safety Executive; RIDDOR followed up by an accident report form. Also to the local child protection agency. The setting will also inform the Manager if not present.

Please refer to <http://www.nhs.uk/conditions/accidents-and-first-aid/pages/introduction.aspx> for further information on dealing with varied first aid occurrences.

Appendix:



Riddor 95

RIDDOR is the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995. Further details on what you need to report can be found at <http://www.hse.gov.uk/riddor/index.htm>

See <http://www.hse.gov.uk/pubns/misc769.pdf> for a poster detailing contact information and further details.

It is preferred that reporting is completed online. However, incidents can be reported via telephone and there is also a service provided for reporting fatal and specified injuries **only** - call the Incident Contact Centre on 0845 300 9923 (opening hours Monday to Friday 8.30 am to 5 pm).

Report online at <http://www.hse.gov.uk/riddor/report.htm>

Ofsted:

We will notify Ofsted of any serious accidents or injuries as soon as possible and within 14 days of the incident.

- 0300 1231231

Grievance and whistle blowing policy

Purpose and Status



A grievance procedure is simply a way for all employees to discuss any problems, or air their views on any dissatisfaction that relates to their work. An informal discussion can often resolve matters, but if you wish to raise the grievance formally please adhere to the following procedure.

Whistle Blowing Policy and Procedure

Aims

- To encourage staff and volunteers to feel confident in reporting serious concerns about any aspects of the setting's work.
- To provide ways for staff and volunteers to report concerns.
- To ensure that staff and volunteers get a response to their concerns and that they know what to do if they are not satisfied with this.
- To reassure staff and volunteers that they will not be penalised for coming forward with their concerns.

Whistle blowing is reporting a serious concern about another member of staff or volunteer to a more senior member of staff.

A serious concern might be;

- a criminal offence
- abuse or neglect of children
- bullying or victimisation of staff, volunteers or children
- financial malpractice
- a health and safety risk
- a failure to deliver appropriate standards of care

There may be other serious concerns, which do not fit into these categories.

Procedure

How to Report a Concern

- Any staff member or volunteer can report a concern.
- Concerns can be reported verbally or in writing.
- In most circumstances this would be to the Pre-school Manager.
- If the concern involves the Pre-School Manager or it is felt they are unlikely to take any action, the member of staff should contact Gill Powell (owner).

What Will Happen Next?

- All reported concerns will be investigated.
- Verbal concerns will be recorded in writing.



- The person to whom the concern has been reported to will assess what action needs to be taken. This could be an internal enquiry or more formal enquiry, for example involving Ofsted and the Police.
- In some cases, the concern may be better addressed under another policy or procedure, such as Child Protection, Discipline and Grievance or Health and Safety.
- The person reporting the concern will be advised of the outcome as soon as possible, normally within 2 weeks of the date of their disclosure. Where a longer period is needed for investigation, the person will be informed.
- Where a person is not satisfied with the outcome, they should put their concerns in writing to Gill Powell.

Safeguards

- The organisation will not tolerate any harassment or victimisation and will take appropriate action to protect those who report a concern in good faith.
- No action will be taken against anyone who makes an allegation in good faith, reasonably believing it to be true, even if the allegation is not subsequently confirmed by the investigation.

Legal Framework

Independent advice and further reading

The Public Interest Disclosure Act 1998 protects employees against detrimental treatment or dismissal as a result of any disclosure of normally confidential information in the interests of the public.

Staff who feel unsure about whether or how to raise a concern or want confidential advice can contact the independent charity Public Concern at Work (PCAW) on 020 7404 6609 or email helpline@pcaw.co.uk their lawyers can give free confidential advice on how to raise a concern about serious malpractice at work.

Ofsted has a whistle blowing hotline. You can call this on: 0300 123 3155 (Monday to Friday 8am - 6pm) or email :whistleblowing@ofsted.gov.uk.

Free information and advice can also be obtained from the Advice, Conciliation and Arbitration Service (ACAS) - Telephone: 0300 123 1100

Healthy Eating policy

Aims



- All staff are aware of the approach to all aspects of food and nutrition within the pre-school.
- We consult and inform families about issues relating to food and drink
- We encourage children to develop good eating habits and social interaction

EYFS guidance on food and nutrition

- To provide healthy, balanced and nutritious meals, snacks and drink
- Drinking water must be available at all times
- Obtain and act on information about any special dietary requirements from parents and carers

Snacks - available each session

- a healthy balance of snacks are available for the children to choose themselves
- consists of foods such as crackers, breadsticks and fruit

Lunch -Parents are required to provide packet lunch for their children and adhere to the following guidelines.

Lunches must not contain nuts

Grapes must be cut in half length ways

Packet lunches need to contain a balanced diet.

Special dietary requirements

Parents are required to complete the registration and settling forms explaining clearly any dietary needs their child may have. Individual dietary needs are recorded on a central list to ensure all staff are aware of any requirements.

Water and other drinks

Children have cups with a jug of water which are always accessible.

Adults are provided with facilities for making hot drinks and tap water is available.

Health related learning

Incorporated in the children's learning throughout the year are experiences such as food tasting from around the world, cooking, physical activities, messy play with food



substances, food/exercise related books and visual materials, fund raising physical activities, indoor/outdoor play, excursions.

Cooking with the children

- These activities may be either exploring sensory play using food items or cooking specific items
- The children and staff must always wash their hands before cooking or eating and also afterwards
- We will encourage all of the children to try and eat a wide range of foods
- Children under no circumstances are allowed to 'lick the bowl'.



Inclusion Policy-disabled children

Stepping Stones will make every effort to see the child first and the impairment second, endeavouring to make all play opportunities available to all children at all times. The term '**disabled children**' includes children with physical and sensory impairments, learning difficulties and people who experience mental or emotional distress.

Staff

The pre-school has identified a member of staff, our SENDCO as the lead worker for children with additional needs. This individual will be trained appropriately to promote inclusive practice in the scheme.

All members of staff will be expected to assist the lead worker in working with children with additional needs.

The lead worker's responsibilities will include:

- Ensuring that all management, staff and volunteers are aware of all legislation, regulations and other guidance on working with disabled children
- Identifying staff training requirements to meet the needs of disabled children attending the setting
- Meeting with the child and their parent/carers at the point of entry to plan a successful entry to the setting
- Ensuring that children with additional needs are considered when activities are being planned and prepared. To monitor and evaluate delivery.
- Liaising with other agencies and seeking advice and support where necessary

Premises

The pre-school building is partially accessible to wheelchair users. The pre-school will make any reasonable adjustments to allow access to areas. The setting will regularly review use of the premises and identify areas for improvement both in the short and long term.

Activities

Every effort will be made to meet the needs of children with additional needs to ensure they feel welcome and valued. The setting recognises that this will be achieved not only through the provision of physical access but by the attitude of management, staff and users of the service. All children will be encouraged to take part in the activities on offer.



Individuality

Every child at the Stepping Stones is celebrated as being different. By getting to know our children and by working in partnership with parents / carers we can help them fully enjoy their time.

Review

Children's individual care plans will be reviewed regularly to ensure they are kept current. Delivery of activities and provision of resources will be reviewed as part of staff meetings and fed into planning so the setting learns from experience and areas for improvement are identified in regards to inclusion.

Indoor and Outdoor Play and Provision policy



Aim

Outdoor play is an integral part of the curriculum for all age groups. Children have supervised access to the outdoor play area every day regardless of the weather.

The outdoor learning area is seen as an extension of the indoor learning area.. All activities that we do indoors can be transferred to the outdoors like sand and water play, drawing, ball games, dressing up, musical instruments.

Safety

All outdoor play equipment is checked regularly and removed if broken or dangerous. It is the responsibility of every member of the Stepping Stones team to ensure that the outdoor area is safe and secure before allowing the children into the area. Staff will risk assess the activities before children have access to them and complete the garden check allowing access to the children.

Supervision

- Children must be in sight of staff at all times. Staff will position themselves in the garden so all areas are visible. This means standing by each doorway i.e. alongside by the fence next to the garden green door or in the doorway of the door between the patio and hall.
- A member of staff will always be in the climbing frame area when it is open.
- The climbing frame is only open when 2 members of staff are in the garden. If a staff member has to leave the garden all children will be brought out of the climbing frame area.
- A member of staff will always be by the rope ladder when in use. When not in use it will be hooked up on tree.
- Staff will not open the door until ready to leave the hall and then can stand in the doorway to the patio if children are delayed.
- When all children are outside in the garden the green door can be closed. Staff will check that no child is left on the patio or inside and will double check by counting heads in the garden.

Clothing

Staff and parents must ensure that all children are dressed appropriately for the weather conditions.

For hot weather:

- All children must wear a sun hat, staff are also advised to.



- Sun protection cream with sun protection factor of SPF 30 or more, this will be applied liberally and reapplied regularly.
- Children and staff will have access to drinking water at all times
- To play in the shade
- Children should be out of the direct sunlight during the hottest parts of the day
- Staff should set a good example by applying sun cream to themselves
-

For cold weather:

- All children should have an outdoor coat, hat or hood, and preferable gloves
- We encourage parents to provide all-in one waterproofs, or waterproof tops and bottoms.
- We ask that parents provide with a pair of wellie boots that can remain at Stepping Stones for the days their child attends. WE WILL GO OUT IN ALL WEATHERS!

Supervision and supporting children's learning

The safety and security of the children is of the utmost importance and comes before anything else. Staff will support the children to take measured risks that encourage and support their natural curiosity.



Missing Child Policy and Procedure

Aim

As part of our high regard for the safety and safeguarding of the children in our care we will always be extremely aware of the potential for children to go missing during sessions.

Policy

We will ensure that all precautions are properly observed, and will remain aware that emergencies can still arise. Therefore staff will undertake periodic head counts, especially at the transition points between sessions. If for any reason a member of staff cannot account for a child's whereabouts during a session the following procedure will be used:

Whenever a child goes missing, even for a few minutes, this will be recorded as an incident, the parent/carer will be informed when they collect the child and the incident will be reported to the registered person. Ofsted will be informed of the incident within 14 days via phone or in writing.

Procedure

If a child is missing from the premises

1. If a child is thought to be missing after arriving at the premises, the pre-school Manager will be informed immediately. They will make a careful check of all the children present to confirm who is missing.
2. The Pre-school Manager will then organise a check of all exit doors, outside area, rooms, cupboards and possible hiding places. This check will be carried out quickly and without panicking the other children.



3. The other children should be kept together with an appropriate member of staff while the check is being carried out.
4. If the search is unsuccessful and the child is still missing, the pre-school Manager must contact the police on 999 and the parent/carer of the missing child.
5. The police will be given the following information:
 - The name of the Pre-school Manager
 - The address of the setting
 - What has happened
 - Child's name, age and address
 - Time of incident
6. The search for the child will continue after calling the police.
7. The Pre-school Manager involved will complete an Incident Form as fully as possible.

Off the premises

1. For each type of outing, providers must consider any possible risks to the children or themselves, consider appropriate child ratios, suitable transport/routes etc. The assessment must be discussed with a manager before embarking on each specific outing.
2. For trips away from the pre-school, children should be divided into groups with appropriate and manageable ratios with each staff member/parent helper. We will decide in advance how to arrange the groups.
3. Each adult will have details of which children they are responsible for, including their names. Trip consent forms and contact details for parents/carers will be taken on the trip so that parents/carers can be contacted in an emergency.
4. We will make sure that children know who is responsible for them, including the staff/parent helper's name and, that they know not to stray and that they know if they want to go to the toilet they ask.



5. If appropriate, we will give children labels or badges with the setting's name and a contact number on them.
6. We will take a regular headcount of the group. If on taking a headcount a child appears to be missing, the pre-school Manager will be contacted immediately.
7. The group should stay still and keep together. If there is another adult with the group, one of them will should retrace their steps (to a pre-agreed distance, for no more than five minutes), too look for the child.
8. If the child is still missing after 5 minutes, we will inform the staff of the site and ask for their help in finding the child and contact the police on 999. We will be prepared to give them the following information:
 - The Senior staffs name and phone number and where we are.
 - What has happened.
 - Name, age and address of the child.
 - Time of incident.
9. We will contact the parent/carer of the missing child and inform them of what has happened and the steps that are being taken to find their child. We will ensure the pre-school Manager knows what actions have been taken.
10. We will continue the search after calling the police.
11. The worker involved will complete an Incident Form as fully as possible.
12. Ofsted will be informed of the incident within 14 days by either telephone or in writing.



Off Site/Trips Policy

We recognise the value of trips in broadening children's horizons and providing them with opportunities to express themselves in different environments. Trips are often the highlight of a child's time at pre-school events to look forward to for weeks and providing fond memories for years to come. They extend the realm of experience for both the child and carers. They can help to strengthen relationships and provide enhanced opportunities to feel part of the setting.

Trips do require some extra thought and a number of measures need to be put into place to ensure the trip is safe and fun for everyone:

Staff

Staff are expected to wear appropriate pre-school uniform at all times. Staff must understand that they represent the pre-school whilst they are amongst the community and must behave in an appropriate manner. Staff may not be permitted to smoke/ or use an electronic form of cigarette or use their personal mobile phones during a trip or visit whilst working with the children.

Safety

1. A risk assessment of each type of trip will be undertaken before leaving. This will include the nature of the venue, activities and transport).
2. The staff ratio will be 1 adult to every 2/3 children.
3. All staff members have DBS checks.
4. Staff members will not be left alone with any children, if this can be avoided. Volunteers/students/apprentices will never be left alone whilst on a trip.
5. The staff member will take an accurate register of the day's children and staff on all trips. This will include emergency contact information for parents as well as medical and other relevant information for individual children.
6. At least one qualified paediatric first aider will be present and the setting must take it's own First Aid Kit and Accident Book on all trips. Any medication needed, eg. inhalers, must be labelled and taken. The staff should have specific guidelines on their administration and use.
7. The staff member will carry the pre-schools mobile phone, fully charged, at all times.
8. Staff may need to take spare children's clothes, towels or other specific items - depending on the nature of the trip. Staff will bring plastic bags, tissues, wet wipes and water on trips.



9. Children will have regular refreshments and access to toilet facilities. A qualified member of staff (with current DBS check) must remain with the children using the toilets at all times. Children will be allowed privacy in a cubicle (unlocked but door closed).

10. In the event of a child being approached by a stranger the members of staff will inform all other staff immediately and move children away from situation at once making sure all children are together. The staff will inform site security at once, complete an incident form on return to the setting and inform parents.

11. In the event of a child being lost, the missing child procedure will be followed.

Involving children

1. Staff will let children know what will be happening on the trip day so they know what to expect. This may include talking through any special rules and assessing particular risks with children beforehand, eg. 'we aren't going to feed the animals because...'

2. Clear routines will be established, staff will explain to children what is expected of them in terms of their behaviour and children will be encouraged to take care of their belongings.

Providing opportunities

1. Full consideration will be given to ensuring trips are physically accessible, age appropriate, culturally appropriate and that activities are non-discriminatory.

2. There will be variety in the trips offered, reflecting where possible children's interests and giving them a chance to try something new.

3. Periods of quiet time and breaks will be built into the day wherever possible.

Local walks

For local outings (where children and staff walk to the destination), we ask that parents/carers give their consent for these trips by signing the relevant section on our admission forms as these may take place on a more adhoc basis. Where possible, staff will let parents/carers know in advance that their child will be attending a local walk/trip.



Complaints Procedure

We aim to provide a high quality, efficient and accessible service to parents/carers and children. At regular intervals the management and staff meet to discuss and review the daily running of the setting, as well as possible improvements to the services offered by the setting. However, from time to time a complaint may arise about some aspect of the setting, or an individual member of staff. Usually it should be possible to resolve any problems informally, as soon as they occur.

Stage One

Misunderstandings often arise through a simple breakdown in communication, and if we do not know of concerns we can do nothing to resolve them. A straightforward informal discussion between those involved may be all that is needed to set things right. We would recommend first voicing your concern with your child's key worker. We hope that any issues of concern can be resolved at this stage.

If it is not possible to resolve the issue informally, there is a formal complaints procedure that must be followed. This is laid out below.

Stage Two

To report your complaint with the pre-school Manager, please contact either:

Miss Gill Powell

The Manager may deal with the complaint directly or call a meeting with other members of staff and yourself, to discuss the complaint in detail. If a meeting is called the management will investigate the complaint within 10 working days. If the complaint involves another parent/child/staff member they may be asked to attend a meeting, to answer appropriate questions. Any witness to the complaint/incident may also be called to attend a meeting. Written records of the meetings will be made.

Stage Three

If informal discussions of a complaint or problem have not produced a satisfactory resolution to the situation, you should put your complaint in detail and in writing to the registered person **Mrs Gillian Powell (owner)**. Relevant names, dates, evidence and any other important information on the nature of the complaint should be included. Advice may be sought by the pre-school from appropriate organisations such as Ofsted.



We will acknowledge receipt of the complaint as soon as possible - within three working days at least - and fully investigate the matter within 10 working days. If there is any delay, we will advise you of this and offer an explanation. The registered person **Mrs Gillian Powell (Owner)** will be responsible for sending you a full and formal response to the complaint.

The formal response to the complaint will be sent to you and copied to all relevant members of staff if appropriate. The response will include recommendations for dealing with the complaint and for any amendments to our policies or procedures emerging from the investigation.

The registered person **Mrs Gillian Powell (Owner)** may arrange a time to meet with you to discuss the complaint and our response to it. The final judgement will be made by Mrs Gillian Powell in consultation with relevant parties.

If you are still unhappy?

If you are unhappy with the result, and your complaint relates to one or more of the Early Years Foundation State Safeguarding and Welfare Requirements, you may raise your complaint with Ofsted:

Applications, Regulatory and Contact (ARC) Team

Ofsted

Piccadilly Gate

Store Street

Manchester

M1 2WD

Tel: 0300 1231231

Website: www.ofsted.gov.uk

Further Information

- A copy of the "Parents - Ofsted contact number" poster must be displayed on the notice-board of the registered provision.



- As a registered provider all written complaints relating to the Safeguarding and Welfare requirements must be investigated and the complainant notified of the outcome of the investigation within 28 days of having received the complaint.
- Registered providers must provide Ofsted, on request, with a written record of all complaints made during any specified period, and the action which was taken as a result of each complaint.
- The record of complaints will be kept for at least 3 years from the date of completion, or longer if there is an outstanding query.



Partnership with Parents/Carers policy

Stepping Stones recognises that working in partnership with parents/carers is of major value and importance to the pre-school in enabling it to provide a happy, caring and stable environment for children and their parents/carers. We aim to form a good relationship with parents/carers so that information regarding their children (be it developmental, social or health related) can be exchanged easily and comfortably by staff and parents/carers.

When parents/carers contact us for the first time a management member will arrange a time to meet them and their child/children. They will want to know overall information about our setting and so they will be given a copy of the prospectus and a copy of our registration form.

The list below shows ways in which we will try to achieve a strong working partnership with parents/carers:

- The pre-school Manager and staff is always available for discussion with parents/carers. Arrangements can be made for more private discussions at agreed times.
- Parents/carers will have the opportunity to speak to their child's key person or pre-school manager on a daily basis. We will share children's 'next steps' targets with parents/carers on a termly basis. Staff share the 'two year progress' check when their child reaches the appropriate stage.
- Parents/carers are regularly asked to include their observations of their child's development in their child's learning diary. Parents will be able to keep up-to-date with their child's progress at pre-school by looking through their learning diary.
- We will supply parents/carers with all relevant consent forms required for accidents, emergencies, medical administration and trips.
- We maintain records of daily registers and of any incidents that occur. In addition to this the provision will hold child information forms which will contain medical information, contact names and addresses of parents / carers and who to contact in the case of an emergency. All child records will be available to the parents / carers of that child (for further details please see the confidentiality policy).



- Information provided by parents/carers about their children will be kept confidential and be stored in locked storage on the premises.
- Information regarding the children's activities throughout the day is always made available to parents/carers, either by verbal communication.
- Should the parent be unable to collect their child on a regular basis, then the staff will use a feedback notebook to communicate with the parents.
- All pre-school policies and procedures will be made available to parents/carers either electronically or on paper.
- Activity/themed plans will be on show in the pre-school for parents/carers to view/read.
- Parents are kept informed of changes and events through a variety of methods: posters, display boards, invitations, emails and newsletters, our Facebook page.
- If we have any concerns about a child's well being during the day every effort will be made to contact the parents/carers or their emergency contact.
- When possible, to further encourage the children's development, parents/carers will be asked to send in objects from home, e.g. photographs, toys for 'show and tell', shells, and postcards.
- Parents/carers are requested to keep us informed of any changes to personal circumstances, which may have an effect upon a child, e.g. change of address, telephone number, doctor, and emergency contact.
- Parents/carers are also requested to keep us informed of any circumstances, which could have an effect on a child's emotional well being, e.g. bereavement, separation or illness in the family or expecting a new baby
- Stepping Stones regularly invites parents to join us for social events within the pre-school such as play days or outings. We welcome any parent / carer who would be interested in contributing their skills, knowledge and interests to the activities of the provision. When fundraising events are being organised we would welcome and appreciate the help and co-operation of all parents / carers of children registered at the club.



On the occurrence of parents/carers separating, it is their duty to inform the pre-school of changes to contact details, payment details and the legal rights of access to their child.

Stepping Stones will ensure, where possible that both parties continue to receive information regarding events at the setting. For example parents discussion evenings, newsletters and outings.

Photography, video, mobile phone.



Aims

- To be clear on the responsibilities of management and staff when using cameras, mobile phones and computers within the setting.
- To safeguard children's welfare in relation to the above areas and minimize the risk of harm.
- To fulfil legal duties in relation to personal data and other areas, e.g.: Data Protection Act 1998

Digital and Video Images

- Written permission from parents/carers will be obtained and documented before any images of children are recorded. This may mean that separate permissions are needed for:
 - a. Evidence of EYFS tracking including Tapestry and displays within the nursery.
 - b. Use of images on setting website or other publicity.
 - c. Images recorded during events/ parties/ fundraising or outings.
- Parents must be made fully aware of how any images of their children may be used or must have the right to decide if they wish their children to be photographed. Parents must be able to have a say in how these photos will be used.
- Digital images will be stored in a separate file on the computer, which is accessed by setting practitioners only.
- While using digital images, practitioners should be aware of the risk associated with taking, using, sharing, publishing and distribution of images.
- Setting practitioners must only use the setting equipment: personal equipment must NOT be used to record images of the children.
- Staff should be vigilant when taking digital/video images of the children to ensure that they are appropriately dressed.
- Children's full names/names will not be used anywhere on the settings website or literature
- Individual parent's wishes must be considered.
- After a photograph is taken down it will be either stored in the child's file, returned to the family or shredded

Mobile Phone Usage

- Practitioners, volunteers, apprentices, students etc will not have their private mobile phone on their person during work hours.
- Mobile phones will be kept in a secure box out of the reach of the children.
- The setting's contact number will be given as an emergency number in case practitioners need to be contacted.



- Setting practitioners are not to use any mobile phone cameras to photograph the children.
- Visitors and parents are asked not to use phones while on the premises. If they need to use their mobile phone they will be asked to do so outside of the nursery.
- Setting practitioners must make a private arrangement with parents in sharing their own personal contact details with regard to babysitting etc.

Outings:

- Offsite on outings, a pre-school mobile phone is permitted for emergency use only. It is recommended that the senior member of staff has the responsibility for the phone.

Computer and laptops

- Practitioners should not use the setting's computer/laptop for personal use.
- The setting will ensure that all programs used and websites accessed are appropriate and that children are not able to access or download material which is unsuitable.
- All setting files that contain personal data will be stored appropriately and securely, e.g.: password protected or locked away.
- Practitioners should not forward any of the settings work, files, information etc stored on the setting computer/laptop to their home PC, unless, this has been agreed by management as necessary practice for the setting.
- Practitioners should not use any personal memory devices in the setting's computer/laptop. Memory sticks provided by the setting should be used for work purposes only.
- Practitioners should not access, copy, remove or otherwise alter any other user's files, without their expressed permission.
- All email communication should be appropriate and written in a professional manner.
- Caution should be taken if personal e-mail addresses are used on the settings laptop.
- E-mail attachments should only be opened if they are from a source known and trusted, due to the risk of the attachment containing viruses or other harmful programmes.
- Illegal or inappropriate materials **MUST NOT** be uploaded, downloaded or accessed.
- Practitioners should ensure that setting's computer or laptops is used appropriately to avoid disabling or damaging equipment.
- Images taken of the setting or its children should be downloaded onto the settings computer or laptop only.

Social Networking Sites



Stepping Stones have created Facebook pages to have a social media presence both for staff, existing families and also potential clients.

The absence of, or lack of, an explicit reference to a specific website or service does not limit the extent of the application of this policy.

Stepping Stones also requires parents to adhere to this policy in regards to copies of images of their child, and possibly that of other parent's children. Parents and staff must not put any images from received from us on to social media sites.

We are aware that these sites can become a negative forum for complaining or gossiping and care must be taken not to breach our confidentiality policy or offend anyone when using these services.

To ensure that our Facebook pages remain a clear, useful and enjoyable resource for everyone, we have established the following policies:

- Chosen administrators are allowed to post on the Facebook pages. These administrators are Gill Powell (Pre-school Manager).
- Permission must be granted by all depicted staff members for any staff pre-school events photos to be posted on the Facebook pages.
- All information published on the Internet must comply with Stepping Stoness confidentiality and data protection policies.
- All staff using official accounts must adhere to the above guidelines; breech of this policy may result in disciplinary action or termination of your contract.
- Any posts by people (other than the administrators) may be removed from the Facebook pages if felt to be inappropriate i.e. considered to contain crude language, mention staff or children's names, or comments are felt to be derogatory towards the Pre-School or staff members. This may result in a permanent ban from our Facebook pages.
- We will not participate, encourage or condone any behaviour that is illegal, dangerous or offensive to other people and we will remove links to websites or other sites that express views counter to what Stepping Stones is trying to achieve or which go beyond the boundaries of normal debate by being offensively derogatory.
- Practitioners, volunteers, students, registered bodies etc should not put details of their work on any form of social networking site.
- Practitioners, volunteers, student, registered bodies etc should not engage in any on-line activity that may compromise their professional responsibilities.
- Practitioners should be aware of possible implications when entering any personal details on any gaming or social networking sites (e.g. YouTube, Facebook, twitter etc).



- The setting's computer/laptop should only be used for setting related activities. Practitioners will not be permitted to use the equipment to access social networking sites at any time, including designated breaks.
- All communications in the setting should be transparent and open to scrutiny.
- All staff should be made aware that failure to comply with policies and procedures may result in disciplinary action being taken.

Safeguarding children

Photos that come from Stepping Stones profiles, newsletters or other publications should not be posted on parent's personal social media pages such as Facebook and Twitter.

Computer games and DVD's

- Practitioners should ensure that all games and DVD's used are suitable and appropriate for the ages of children in their care.
- Use of computers should be supervised and monitored and children encouraged to participate in a broad range of activities.
- Children should be closely supervised.

Responsibilities

This means that adults and employees should:

- Report any concerns about any inappropriate or intrusive photographs found or any activity that raises concerns.
- All staff should be made aware that failure to comply with policies and procedures may result in disciplinary action being taken.
- Be aware that not following the pre-school policy is potentially a child protection issue which may affect their suitability to work with children.

Further Information

South West Child Protection Procedures - provide detailed online information on all aspects of child protection - www.swcpp.org.uk

Guidance for Safer Working Practice for Adults who work with Children and Young People - DCSF www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00311/

Data Protection www.ico.gov.uk



Policy for staffing arrangements

The deployment for staff working with the children will work on ratios set for each age group.

2 - 3 year olds - Pre-school- 1:4 ratio

3 - 5 year olds - Pre-school - 1:8 ratio or 1:13 (where a qualified teacher is available and is working with a Level 3 practitioner)

Stepping Stones recognises that we do have a qualified teacher who can work with larger numbers of children during school/term time hours. Some activities may call for pre-school groups to be of larger numbers, but a ratio of 1:8 will be maintained at all other times when possible.



Providing references policy

It is the policy of Stepping Stones to provide references regarding the employment of current or former members of staff.

References will consist of factual information such as the staff members position, start and end dates, and how many days of sick the person had over this period of time. An inaccurate or defamatory reference can be the subject of an action for negligence or defamation against Stepping Stones or the individual author and therefore the author of a reference owes a 'duty of care' to the person about whom it is written.

Stepping Stones will send future employers a standard letter stating the factual information. A copy of this letter is available within company files. This letter can be used for both current and former employees.

Managers approached for a more detailed reference may do so, but must state that they are providing the reference in a personal capacity (although this is still under the pre-schools name).

Caution must be exercised when providing a verbal reference as it is as legally binding as a written reference. If you are asked to make a reference over the phone you should confirm the identity of the caller and ensure the call is legitimate.

You must clarify that your verbal reference will be off the record before sharing any information.

Under The Data Protection Act 1998, with effect from October 2001, individuals have the right to request sight of references written about them from their past or present employer. Those persons writing references must bear this matter in mind.



Safeguarding Children

Safeguarding is a term which is broader than 'child protection' as it also includes prevention. Whilst local authorities play a lead role, safeguarding children and protecting them from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. We commit to creating and maintaining the safest possible environment for children.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

We will work with children, young people, their families and other agencies taking all reasonable measures to ensure that the risks of harm to children's welfare are minimised;

and

Where there are concerns about children and young people's welfare, we will take appropriate action to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies.

We recognise that safeguarding children is vital for registered childcare providers, as part of the legal requirements of their Ofsted registration, and for charities, as charity trustees have a duty of care towards the children with whom they have contact. We know that having safeguards in place within an organisation not only protects and promotes the welfare of children but also it enhances the confidence of staff, volunteers, parents/carers, management or trustees and the general public.

For the purposes of child protection legislation the term 'child' refers to anyone up to the age of 18 years.



We believe children have a right to play and be safe. We take steps to promote their safety.

Working with children

We believe in equipping children with a range of skills, information and confidence that will help them to protect themselves in the community. Staff will act as role models and listen to children. We will discuss in an age appropriate way:

- Choices
- Setting rules
- Values
- Expressing feelings
- Rights of a child
- Healthy relationships
- Friendships
- Appropriate touch
- Keeping safe online
- Recognising and assessing risk
- Problem solving and decision making
- How and where to get help when needed

For Further Information

- *Working Together to Safeguard Children 2015*
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf
- Recruitment and selection of charity trustees requirements are set out in guidance, Finding new trustees, <http://www.charity-commission.gov.uk/Publications/cc30.aspx>
available from the charity commission
- South West Child Protection Procedures - provide detailed online information on all aspects of child protection - www.swcpp.org.uk
- EYFS 2014 Safeguarding and Welfare Requirements



Smoking, Alcohol and Drugs Policy

Smoking

Smoking is not permitted anywhere on the premises, during trips and outings or directly outside the setting (this also includes the smoking of electronic cigarettes). This is especially pertinent when children are present or about to be present. This rule applies equally to managers, staff, students, volunteers, children, parents/carers or any other visitors.

If a member of staff or individual working with the children smokes, they are **only** permitted to do so during their designated lunch break. We ask that they change their clothes, or remove the outer layer before returning back to work. Staff must wash their hands thoroughly. Staff must ensure that any smoking products and lighting equipment are stored safely in their own bag and kept out of reach of the children.

Alcohol

Managers, staff, students, volunteers, visitors, or children who arrive at Stepping Stones and are clearly or suspected of being under the influence of alcohol, will be asked to leave immediately and disciplinary procedures will follow.

Staff are strongly advised not to bring alcohol onto the setting's premises.

Drugs, medication/other substances

In cases where staff are taking over the counter/prescribed drugs that may affect their ability to function effectively at work, the Pre-School Manager must be informed as early as possible and a risk assessment will be completed. Staff should also seek medical advice regarding their ability to work with children whilst taking medication. In addition, they need to ensure that any medication, they have, is stored securely out of the reach of children.

Managers, staff, students, volunteers, visitors or children who arrive at Stepping Stones and are clearly or suspected of being under the influence of illegal drugs, will be asked to leave immediately and disciplinary procedures implemented. If staff are found in possession of illegal drugs, disciplinary action will follow.

Parents and Carers

If a member of staff has good reason to suspect that a parent/carer is under the influence of illegal drugs or alcohol when they drop off or collect their child, to the



extent that the safety of the child is threatened, they have a duty to inform both the Pre-School Manager and the designated Child Protection Officer, according to the provisions of the Child Protection Policy. In such circumstances, the Pre-School Manager and the Child Protection Officer will then be responsible for deciding upon the appropriate course of action, ensuring that the safety and protection of the child remains paramount at all times. Staff will make all possible efforts to ensure that children are not allowed to travel in a vehicle driven by someone who is clearly under the influence of illegal drugs or alcohol. Where an illegal act is suspected to have taken place, the police will be contacted.



Sun Cream (usage) policy

Stepping Stones team recognise the importance for the regular application of sun cream. Although we aim to provide ample shade where possible, it is still essential that each child has any bare skin protected by an ample layer of high factor sun cream.

All staff will encourage and remind the children to wear their hats whilst playing outside.

Where possible we would ask that all parents/carers to apply sun cream to their child before their Pre-School day. Parents sign permission slips allowing staff to then re-apply cream throughout the day.

Stepping Stones ask that all parents provide the pre-school with sun cream for their child:

- All sun cream must be of a factor 30 or above
- Staff will not accept cream of a lower factor (unless due to medical reasons)

Any child with sun cream below factor 30 will not be permitted to go outside and will remain inside with an adult.

Staff will talk to the children about why the sun can harm their skin and how best to protect themselves.



Transition policy

At Stepping Stones we strive to make our service accessible to all parents who wish to use it and we will ensure that no child, individual or family will be unlawfully discriminated against on the grounds of age, sex, sexuality, family status, means, disability, race ethnic origin, culture, religion or belief. We are committed to creating an environment in which individual differences and everyone's contributions are recognised and valued and we believe in promoting dignity and respect to all.

We recognise that each child has their own individual needs and so there is an emphasis on working closely with parents/carers to identify and meet these needs. This helps to make sure all transitions, both from home to pre-school and moves between rooms as smooth and stress free as possible.

Transition from home/other setting

During the settling in period prior to a child starting at the Pre-school, we ask parents to share information with us regarding their child, their needs and abilities, language, routine etc. This information is recorded on a settle/transition form. The child's key person uses this as an initial observation of the children's learning and development.

Transitioning to school or another setting

Transfer records are to be used for pre-school children due to transition into school or another pre-school setting

- The purpose of the transfer record is to share accurate information about each child's achievement in relation to the EYFS Development Matters bands
- The record will enable teachers and practitioners to inform appropriate planning for individual learning and development needs
- These records should be passed on to the new school or setting within a month of the child's move or the record can be given to the parent to take to the child's new setting
- Evidence for the Transfer record will be taken from the child's learning diary (profile) this will include the Characteristics of Effective Learning

School readiness

We aim to provide opportunities for children to develop skills to enable an easy transition into school life.

Stepping Stones has placed an emphasis on the following skills:



- Having confidence to talk to their teacher, ask for the toilet and be able to express their wishes
- The ability to listen and concentrate so that they can access the learning opportunities and be actively involved in activities
- Ability to manage their feelings to allow them to successfully take part in activities with their peers/ make friendships
- Have the physical skills to be able to dress/undress themselves for physical education or outdoor activities



Uncollected Child Procedure

If a child is not collected at the end of a session, the following procedures will be followed:

1. Two members of staff will stay with the child. Staff will not work alone at any time.
2. Staff will call the Emergency Contact phone numbers on the child's Registration Form.
3. 20 minutes after the setting has closed, if no contact has been made, staff will contact the Pre-school manager and/ or Child Protection Officer or the Registered Person . Staff will continue to keep them advised of the situation.
4. One hour after the setting has closed, if no contact has been made, Social Services and the police will be contacted and staff will seek their advice.
5. The child will be reassured and kept safely at the setting where possible.
6. Incidents will be recorded by the senior worker and discussed with the parent/ carer at the earliest opportunity.
7. If we have passed the incident onto any other agency, we will ensure that the agency concerned is given all assistance in pursuing any investigations.
8. The setting will notify Ofsted as soon as possible and within 14 days.

Contact information:

Registered person/owner Gillian Powell

Tel: 07853173221



Avon & Somerset Police
(non-emergency calls)

101

Ofsted

0300 123 1231



Working with Disabled Children

Legislation and policy

The rights of disabled children to participate on equal terms with other children have long been promoted in law from the UN Convention on the Rights of the Child to the more recent Equality Act of 2010. There is also a wide range of government policy and guidance focusing on both the inclusion of disabled children and on promoting play.

The Equality Act 2010 duty is to make reasonable adjustments to make sure that a disabled person can use a service as close as it is reasonably possible to get to the standard offered to non-disabled people. The duty is anticipatory. This means you cannot wait until a disabled person wants to use your services, but must think in advance, and on an ongoing basis, about what disabled people with a range of impairments might reasonably need.

Good Practice

Disabled children need to play and make friends where they live and their local community run scheme could be just the place.

"I don't want to feel like I'm a nuisance or somebody different. I just want to do everything that everyone else does". *Disabled Children's Manifesto for Change*

What can be done to make the Pre-School welcoming?

- Staff and management who are willing to learn about the needs of disabled children can plan a varied and adaptable range of activities.
- Don't make assumptions - have a meeting with the parents / carers and child, so that the needs of everyone involved can be discussed openly.
- Develop and implement anti discriminatory practice.
- Staff and management have training in Disability Equality (Social Model of Disability).
- Remember some disabled children may not need any specific access requirements.

Access Needs

There are two sorts of access needs; the first is only part of making a project accessible:

Access and inclusive design



A major part of welcoming all children and families is ensuring that our pre-school is physically accessible. This is also underpinned by the legal requirements of the Equality Act 2010.

The company is required to make reasonable adjustments to the nursery, and that a disabled person is not put at a substantial disadvantage compared to non disabled people accessing the nursery.

When making adaptations to the setting, we will carry out an access audit to determine what needs to be done.

Think about:

- Toilets
- Layout
- Adaptations
- Equipment

Where possible we will involve the views of all our service users, including disabled children and their parents, in the development of our nursery, this will have a positive impact.

You may consider:

- Ease of use
- Freedom of choice and access to mainstream activities
- Diversity and difference
- Legibility
- Quality
- Safety

What is reasonable will depend on all the circumstances, including: how effective it will be; whether it is practical to make the adjustment, how much disruption will be caused, cost and availability of finance and the potential benefit to other service users.

2. **Support Access** - Consider how the pre-school could offer specific support to meet individual children's needs, there are some listed below, but remember including disabled children is about focusing on and responding to the individual requirements of each and every child.

- Policies and procedures to support a child with personal care requirements
- Meet with children, parents/carers to find out about child's interests, preferences and needs
- Identify staff training needs in relation to individual children's needs



- Consider how you would provide access to a range of play experiences
- Think about communication. Do you need to offer sign language or interpreter support.
- Staff / volunteers for 1:1 work.

Remember full inclusion is an 'ideal' that will take time and effort to achieve; what is important is that steps are taken towards this goal.

Disabled children and their parents / carers can quite easily be made to feel unwelcome. A welcoming and open attitude with a willingness to learn is the most positive asset we have.



Arrival and Departures of Children, Staff, Parents/Carers and Visitors Policy and Procedure

Aims

To ensure that the arrival and departure of children is carried out safely and to promote the welfare of the children in our care.

Procedure

Parents must notify the setting in good time about attendance/non attendance of their child.

Arrival of Children

- On arrival, a worker will encourage parents to record the child's attendance and time of arrival on the signing in sheet.
- Children will put their photo on the board.

Departure of Children

- Parents must give the written information about names and contact details of all people authorised to collect their child on the Registration Form.
- Only persons named on the Registration Form will be able to take the child, unless the person can give us the password which has been agreed with the parent on registration.
- Children will not be allowed to leave the premises unaccompanied.
- Children will not be allowed to leave with anybody under the age of 16.
- If staff do not recognise the person collecting the child, they will check who they are and ask for the password. If there is any doubt, the child's parent/carer must be contacted and the child will not be allowed to leave.



- The person collecting the child must approach a member of staff, so that staff know who is being collected, and by whom, and they can witness the parent/carer signing the child out and pass on any relevant information.
- The person collecting the child will sign the register to show that the child has left the premises. The time of departure will also be recorded.



Late Collection

- If the person collecting the child has informed the setting that they will be late, the child will be looked after. The child will be looked after by at least 2 members of staff.
- If the person collecting the child is late and has not informed the setting, the Uncollected Child Procedure will be followed.
- If a parent/carer is persistently late in collecting their child, the senior worker will record details and pass information onto the Management.

Staff

Details of staff working will be recorded and will include their arrival and departure times.

Visitors

Visitors will be asked for proof of their identity and will sign in on the visitors record. Details recorded will include name, organisation (if applicable), purpose of the visit, arrival and departure times.

Record-Keeping

The register will be kept in an accessible location on the premises at all times.

Records of daily registers will be kept by the setting for at least three years.

Information

NB. Under the Children Act 1989 parents do not lose parental responsibility except through an adoption order. This means that divorced parents retain rights to have contact with their children unless the courts have made an order that they should not



do so. Staff do not have the right to stop divorced or separated parents from collecting their children unless they are aware of a court order preventing contact between the child and a parent.

Parental responsibility is given to both parents if they are married at the time the child is born or subsequently. Otherwise only the mother has parental responsibility. An unmarried father has parental responsibility if the child was born after 1 December 2003 and his name is on the birth certificate. Unmarried fathers can acquire parental responsibility through a court application.

Parents should be in a fit state to collect their children. If a parent arrives in an 'unfit' state, for example through alcohol or drugs, the senior worker should notify Social Services.



Admissions policy

Statement of intent

It is our intention to make our pre-school accessible to children and families from all sections of the local community.

Aim

We aim to ensure that all sections of our community have access to the pre-school through open, fair and clearly communicated procedures.

Methods

In order to achieve this aim, we operate the following admissions policy.

We ensure that the existence of the pre-school is accessible - in written and spoken form - and, where appropriate, in different languages. Where necessary, we will try to provide information in Braille, or through signing or an interpreter.

We arrange our waiting list in birth order. In addition our policy may take into account the following:

- time on the waiting list.
- the vicinity of the home to the pre-school/which school attending.
- Siblings already attending the pre-school.

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

We describe our pre-school and its practices in terms which make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.

We describe our pre-school and its practices in terms of how it treats individuals, regardless of their gender, special educational needs, disabilities, background, religion, ethnicity or competence in spoken English.

We describe our pre-school and its practices in terms of how it enables children with disabilities to take part in the life of the pre-school.

We monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.

We make our equal opportunities policy widely known.



We consult with families about the opening times of the pre-school to avoid excluding anyone.

We are flexible about attendance patterns to accommodate the needs of individual children and families



Statement for Special Education Needs

Our Statement to support the inclusion of children with Special Educational Needs and of disabled children within our setting

Aims

Stepping Stones provides inclusive play and learning opportunities for all children. Staff and children are supported so that we can welcome diversity. Disabled children/children with Special Educational Needs have access to broad and balanced opportunities within the Foundation Stage Curriculum. They are included in all of the activities of our setting by providing differentiated tasks and experiences.

We ensure that the SEN and disability Act 2001 and in particular the new SEN Code of Practice are implemented in our setting.

Special Educational Needs Co-ordinator

Our Special Educational Needs and Disability Co-ordinator is: Gill Powell. Her responsibilities are:

- To provide information for the staff and to support them in identifying disabled children/children with Special Educational Needs and in including them into their groups with equal opportunities for all.
- To ensure that appropriate Individual Education Plans are in place, monitored and reviewed.
- To maintain records on the children and to be a channel of communication between agencies.
- To initiate action with other agencies as appropriate in respect of the Special Educational Needs of any child at Stepping Stones .
- To work in partnership with parents, offer them information which is clear and accessible, support them during their child's time in the pre-school.
- To involve children in decisions concerning their play and learning and to support them in making choices.

Admission arrangements

Disabled children/children with Special Educational Needs will not be discriminated against. Children's individual needs will be discussed with their parents/carers and we will adapt to meet those needs. We will be flexible during the settling in period so children can get to know us at their own pace.

Support available to disabled children/children with SEN/facilities to increase access.



Staffing

Provision for disabled children/children with SEN is a matter for everyone in our setting, and all staff are made aware of the individual needs of children. We will seek to offer and apply for the appropriate level of support for individual children. We arrange small groups when needed.

Training

Our setting has a commitment to training in all areas of practice and in particular we attend training relevant to inclusion and meeting the needs of disabled children/children with Special Educational Needs. Hannah has attended an introduction to the SENDCO role course and has previously worked as a SENDCO offering support to children with behaviour, social and communication difficulties. We will seek advice and information in relation to individual children attending our setting.

Facilities

Wheelchair access down ramp and disabled toilet.

Curriculum, Resources and the learning environment.

Curriculum

All disabled children/children with Special Educational Needs have access to the foundation Stage curriculum differentiated to their needs. This is done by the way activities are presented and explained to children, by the amount of support given to the children, by what we expect of the children, always building on success. Children's Individual Education Plans are used to support access to the Foundation Stage Curriculum. All children benefit from changes to make the curriculum more accessible: ie story sacks, different ways of making choices.

Resources

We adapt our resources to suit the needs of children.

Identification, assessment and provision for children with SEN

All of the children are observed undertaking a range of activities in relation to the foundation Stage Curriculum.

We differentiate activities so that children with a range of abilities are catered for. All our activity logs include differentiation.

Early Years Action

If despite the differentiation taking place within Stepping Stones a child continues to make little progress in one area of development or more, the early years worker for the child will bring this to the attention of the SENDCO and senior staff. The appropriate member of staff will work in partnership with parents and involve the child as



appropriate to prepare an Individual Education Plan with 2 or 3 targets. The strengths and preferences of the child will be used to prepare the plan. Regular meetings are planned with the parents to review the Individual Education Plan, to discuss progress, the child's achievements and future plans.

Early Years Action plus

If in spite of the Individual Educational Plan provided by Stepping Stones additional help is needed to enable the child to progress, we will seek advice from other agencies with the parents/carers permission. This will constitute Early Years Action Plus and the professional(s) will be asked to support us in writing IEP targets for the child. In some cases a child will already have other agencies involved when starting at the setting and will already be at Early Years Action Plus.

A record of the child's progress and IEPs will be passed on to the next setting if the parents/carers are agreeable.

The SENDCO keeps a record of children at Early Years Action, at Early Years action plus and of those with statements.

Complaints procedure

Any complaint should be made to the Stepping Stones Manager and will be recorded in writing - See complaints policy - we inform parents of Parent Partnership Services which are available to support them.

Links with other agencies and settings

We belong to our area SENDCO network which supports us in working with other agencies and professionals when appropriate. We have links with: ie health visitors, speech therapists, specialist teachers etc. We liaise with the local nursery/infant schools to ensure a smooth transition for children. We will transfer information and a portfolio for the child, with the parents/carers permission. We make good use of our local community, and aim to involve adults with different skills, including disabled adults within our setting.

Partnership with parents

We are committed to working in equal partnership with all our parents/carers.

Parents are given a prospectus containing information about the setting and access to the SEN policy. We will offer information to parents in ways that are accessible to them and we are always available to answer parents' questions. We have regular informal contacts with parents. They are involved with their child's Individual Education Plan so that the activities can be undertaken both at Stepping Stones and at home. If a child is put forward for an assessment of Special Educational Needs we inform parents of Parent Partnership Services. In the cases when there are meetings convened with other agencies we always give parents any reports and information in advance. We fully support the families during their time at Stepping Stones .



Listening to children's views

We have different ways of enabling young children to make choices and to express their feelings in our setting. We use language at their level of understanding, significant objects, photographs, line drawings, puppets etc. We find ways of listening to the children's preferences and views when planning Individual Education Plans particularly by observing them carefully in their play. We find ways of giving children feedback on how they are doing, and we build on success.



Special Needs Policy

At Stepping Stones we aim to have regard to the DfEE Code of Practice on the identification and Assessment of Special Educational Needs, and to provide a welcome, and appropriate opportunities, for all children.

- Children with special needs, like all other children, are admitted to the pre-school after consultation between parents, leader and staff.
- Our system of observation and record-keeping, which operates in conjunction, enables us to monitor children's needs and progress on an individual basis.
- Our keyworker system ensures that each adult is especially responsible for individual children.
- Being a small group each child receives plenty of adult time and attention.
- If it is felt that a child's needs cannot be met in the pre-school without the support of a one-to-one worker, funding will be sought to employ one.
- We work in liaison with staff outside the group, including therapists, health visitors, psychologists, social workers, paediatricians and portage workers, to meet children's specific needs.
- Our SENDCo and keyworkers work closely together to formulate individual learning plans.
- Our staff attend whenever possible in-service training on special needs arranged by the Pre-school Learning Alliance and other professional bodies.
- Our SENDCo's name is Gill Powell
- We have wheelchair access and a disabled toilet
- All our activity logs include differentiation to meet the needs of all children.



- We work together with the parents to support children with special educational needs
- When needed we apply for a grant from South Glos council, e.g., EY8



Woods policy

When setting up the Woods

Safety rules for lone staff setting up woods.

- The member of staff, setting up the Woods must take their mobile phone with them.
- If the staff member does not return in the normal amount of time it takes staff member back at Hall to try and ring them on their phone.
- If the staff member does not answer phone and does not return another staff member to go out and find them.

Woodland Session

The ratio for the Woods is at least 1:4 for 2 year olds and at least 1:6 for children aged 3 and over.

Parents are asked to sign a slip to say they are happy with the children being taken in a woodland session before they start.

The maximum children at any one time will be 14 for the older session, 12 for a mixed session or 10 for a younger session.

Before entering the Woods a risk assessment will be done daily. Barrier tape will be set up at children's height before they enter the woods.

If we feel the Woods are not safe on a particular day we will not go in them, e.g. if the wind is too high. If wet and slippery we may fence off some areas for the children's safety. If the temperature is below freezing we will not go out.

Children are taught the rules of the Woods before being allowed in them.

We have a 'way in' and a 'way out' to the woods. On the way in, children have to stop and wait by the stop sign at the entrance. On the way out, children have to stop by the stop wall on the barn wall before going into the building.

When in the Woods, adults must be vigilant and regularly count the children to make sure they are all there, calling to each other to tell them how many children they have.

When new children are in the woods we focus on the safety rules doing a perimeter walk, playing 1,2,3 where are you and lots of talking about safety.

Our main safety rules are:-

- We must stay in the red and white barrier tape



- We do not pick any leaves or flowers only use items which are on the floor.
- We must stop at the stop signs
- When called back to the den we return.
- When we hear the question "1, 2, 3 where are you?" we answer "1, 2, 3, I'm over here"
- Nothing from the woods is put in our mouths

These rules are reinforced daily before we enter the Woods and during our song which we sing in the den.

If a child forgets one of these golden rules, they are returned to the den and their parents are informed.

If a child continues to disobey/struggle to understand the rules they will be stopped from coming to the woodland sessions until we feel it is safe for them to return.

We wash our hands when we return

If we lose a child we follow the policy for a lost child in the Woods.

Toileting

If a child needs the toilet whilst in the Woods , they will be taken back to the hall with a member of staff. To keep the children safe from harm

- All staff are DBS checked
- The member of staff taking the child back to the hall will take a mobile phone (with no camera on) with them.
- There will always be 1 staff to 2 children.
- If the member of staff does not return in the expected time a member of staff in the Woods will phone them on the mobile.
- If the member of staff does not answer the mobile a member of staff in the Woods will immediately go back to look for them.

The safety of children and adults is of paramount importance at all times.



Lost Child In The Woods Policy

If a child cannot be seen and staff have looked around the Woods, called 1, 2, 3 Where Are You? several times, not getting a reply and it is thought a child has become lost, the following guidelines should be followed:-

- 1) One member of staff to take the other children back to the Den, reassuring them and keeping them contained.
- 2) Remaining staff to do a full search of the Woods, going along it's boundaries and checking the car park for up to 5 minutes.
- 3) If the child has not been found, staff to search surrounding areas of the Woods (the fields and the road) for a further 5 minutes.
- 4) If there is still no sign of the child, a member of staff to ring the Police on 999, being ready to give details of what has happened, the address and post code of the Hall (written in front of the Woods Risk Assessment folder and on the front of the Register) and a description of the child. The member of staff to then inform the missing child's parents. Also if not in the session staff to inform Gill.
- 5) If possible staff to take remaining children back to Hall, reassuring them. Staff to then wait for advice on what to do next.
- 6) One member of staff to wait outside to be able to show the Police the entrance to Stepping Stones and to inform them about what has happened.



Manual Handling Policy

Policy statement

Stepping Stones Preschool will work towards a safe handling policy and as part of this process will ensure a current policy of minimal lifting.

The Pre-school must consider whether the load must be moved at all. If it must be moved can it be moved mechanically? Minimum requirements for the manual handling of loads are followed where there is a particular but not exclusive risk of back injury to workers.

Employers Responsibilities

The need for manual handling is avoided or, when it cannot be avoided, an assessment is made of the operation and where there is a risk of injury, appropriate steps are taken to reduce or avoid that risk.

Assessment of manual handling operations take into account factors which include characteristics of the load, the physical effort required, characteristics of the working environment, the requirements of the task and the individual's capability.

Information and training is offered to staff. There are many online courses which Stepping Stones will pay for if you require some training.

Monitor and review manual handling assessments when there is a reason to suppose that they are no longer valid due to changes in working conditions, personnel involved or a significant change in the manual handling operations to which it relates.

Maintain records of accident and ill health related to manual handling operations.

Employees Responsibilities

Take responsible care of their health and that of others whose safety may be affected by their activities when involved in manual handling operations.

Co-operate in the making of assessments of hazardous manual handling tasks.

Observe safe systems of work and use of safety equipment.

Participate in training offered in manual handling.

Follow the procedure below for lifting.

Report pregnancy or any medical conditions which may affect their ability to handle loads safely.

Report any changes in working conditions, personnel involved or a significant change in the nature of the task or load which may necessitate a review of the assessment.

Employees have a duty to use manual handling equipment provided and ensure it is used correctly. E.g trolley to transport boxes to woods.



When lifting children consider whether it is necessary to have help. If lifting/carrying is necessary follow the procedure below.

Procedure

If you decide to proceed with a lifting activity the correct way to lift is as follows:

- Keep the back straight
- Place the feet slightly apart
- Bend the knees
- Grip firmly (with palms not finger tips), then lift slowly holding the object as close to your body as possible
- Do not twist the body during the lifting procedure.

Summary

Avoid

Whenever possible, avoiding a manual handling situation is always preferable.

Assess

If avoidance is not possible, make a suitable and sufficient assessment of the hazard and risks.

Reduce

By defining a safe system of work and following the procedure above you are reducing the risks of injury to all the persons in the procedure.

Review

Review system regularly.



Health and Hygiene - Policy and practice

At Stepping Stones we promote a healthy lifestyle and a high standard of hygiene in its day to day running. This is achieved in the following ways:

Health

- Food
 - All snacks provided will be nutritious and pay due attention to children's particular dietary needs.
 - When cooking with children the adults will provide healthy, wholesome food, promoting and extending the children's understanding of a healthy diet.

- Illness
 - Parents are asked to keep their child at home if they have any infection, and to inform the pre-school as to the nature of the infection so that the pre-school can alert other parents, and make careful observations of any child who seems unwell.
 - Parents are asked not to bring into the pre-school any child who has been vomiting or had diarrhoea until at least 48 hour has elapsed the last attack.
 - If the children of pre-school staff are unwell, the children will not accompany their parents/carers to work in the pre-school.
 - Cuts or open sores, whether on adults or children, will be covered with sticking plaster or other dressing.
 - If a child is on prescribed medication the following procedures will be followed:
 - If possible, the child's parents will administer medicine. If not, then medication must be clearly labelled with child's name, dosage and any instruction. Where local regulations require it, guidance will be sought from social services before people other than the parents agree to administer medicines.
 - Written information will be obtained from the parent, giving clear instructions about dosage, administration of the medication and permission for a member of staff to follow the instructions.
 - All medication will be kept in a safe place out of reach of children.
 - A medication book will be available to log in name, time, dosage, date, who administers it and parents signature.

* With regard to the administration of life saving medication such as insulin/adrenalin injections or the use nebulisers, the position will be clarified by reference to the pre-schools insurance company.

* We will ensure that the first aid equipment is kept clean, replenished and replaced as necessary. Sterile items will be kept sealed until needed.



* we will ensure that parents are informed of any incident, illness or emergency which occurs whilst their child is in our care.

Hygiene

To prevent the spread of all infection adults will ensure that the following good practices are observed.

- Personal hygiene
 - Hands washed after using the toilet.
 - A large box of tissues available and children encouraged to blow and wipe their noses. Soiled tissues will be disposed of hygienically.
 - Children encouraged to shield their mouths when coughing.
 - Paper towels and electric hand dryers are available for use in the toilet and disposed of appropriately.
 - Hygiene rules related to bodily fluids followed with particular care and all staff aware of how infections, including HIV, can be transmitted.
- Cleaning and clearing
 - Any spills of blood, vomit or excrement wiped up and flushed down the toilet. Rubber gloves always used when cleaning up body fluids. Floors and other affected surfaces disinfected. Fabrics contaminated with body fluids washed thoroughly in hot water.
 - Spare clothes available and polythene bags to wrap soiled garments.
 - All surfaces cleaned daily with appropriate cleaner.

- Food

We will observe current legislation regarding food hygiene, registration and training. In particular, each adult will:

- Always wash hands before handling food and after using the toilet.
- Not be involved with the preparation of food if suffering from any infectious/contagious illness or skin trouble.
- Never smoke, cough or sneeze over food.
- Prepare raw and cooked food in separate areas and keep all food covered.
- Ensure waste is disposed of properly, in a covered bin, away from the children.
- Wash fruit and vegetables thoroughly before use.



- Any food or drink that requires heating will be heated immediately prior to serving. No food or drink will be reheated.
- Clean tablecloth will be used for cooking and at snack time.
- Tea towels and towels will be kept clean and washed between each session.
- All utensils will be kept clean and in a drawer.
- Cracked or chipped china will not be used.
-

Information sources

- Parents will have the opportunity to discuss health issues with us and will have access to information available to the pre-school.
- We will maintain links with health visitors and gather health information and advise from the local health authority information services and/or other health agencies.