



Stepping Stones Policies September 2022





Administration of Medication

Stepping Stones will not administer any prescription 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; Medicine (both prescription and non-prescription) will only be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. 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:

- 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- Out of date medication will not be accepted.
- 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

**The only things we will administer without a prescription are nappy creams such as sudocrem/bepanthen and metanium. These still require written permission to be administered.

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.

Further Guidance

- Medication Policy and Procedure
- Child protection policy and procedure
- Confidentiality and Data protection policy
- Data retention policy



- Safeguarding children

Non-prescription medicines can include those that can be purchased from pharmacies (including some over the counter medicines which can only be purchased from a pharmacy), health shops and supermarkets. See also BMA advice:

<https://www.bma.org.uk/advice-and-support/gp/practices/managing-workload/prescribing-over-the-counter-medicines-in-nurseries-and-schools>



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 as appropriate per our Inclusion Policy and Equal Opportunities Policy.

Aim

We aim to ensure that all sections of our community have access to the pre-school through open, fair and clearly communicated procedures. We always prioritise the needs of the child when allocating spaces.

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 allocate spaces in September and add 2 or 4 extra spaces in April as follows:-

September Intake - Total 16 or 18 children

- 8x2 year olds + 8x3 year olds (16)
- 14x3 year olds + 4 x 2 year olds (18)

January - Total 18 children

April intake - Total 20 children

If the spaces are not filled in September they will be filled up to these numbers between September and April to a maximum of 18 children for each session and to a maximum of 20 children from April to July.

Priority throughout the year will be given using the following criteria:-

- Date of birth
- How many hours they are requiring
- Which days they require
- Whether they are already in setting
- Whether they have siblings in the setting



- Time on waiting list
- Distance from the setting

Places will be allocated from 1 long term before they are due to start. 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. Also 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

Woods sessions

The woods sessions are very popular so we have to prioritise. This is done by:-

- Child's age
- Hours they attend
- Children who are already attending the setting.

Further Guidance

- Inclusion policy
- Equal opportunities policy
- Special educational needs policy
- Attendance policy
- New GDPR confidentiality and Data protection policy
- Woods Policy



Allegation against a staff member

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 868508 or 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 Sarah Union.

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 owner 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.

Further Guidance

- Child Protection Policy and Procedure
- Grievance and Whistle Blowing Policy
- Confidentiality and Data Protection Policy
- Supporting staff policy
- Safeguarding children policy
- Staff behaviour policy
- Disciplinary policy and procedure



Appraisal of Staff

Statement

Appraisals are a private meeting between staff member and the Pre-School Manager or a session 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 or Session 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 or Session 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/Session 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.



Further Guidance

- Supporting staff policy
- Equal Opportunities policy
- Staffing and Recruitment Policy
- Staff Handbook
- Staff behaviour policy
- New GDPR confidentiality and Data protection policy



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

*** During a local Covid 19 outbreak the policy for Covid 19 may override this policy. No visitors or parents allowed in the setting whilst it is operating normally during an outbreak except in exceptional circumstances.**

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.
- * During a Covid 19 outbreak the policy for Covid 19 may override this policy.**

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.

Visitors

- Visitor will be asked to sign in
- Visitors will be asked to leave mobile in the box
- Visitors will be shown guidance (on cupboard by door)

Further Guidance

- Safety - Policy and Practice
- Safeguarding Policy
- Child Protection Policy
- Late Collection Procedure
- Photography, video, mobile phone policy
- Visitors/duty parent Guidance
- Covid 19 Policy



Attendance policy

Statement of Intent

Stepping Stones Preschool views good attendance and punctuality as vitally important for the learning and well being of children. Children who attend Preschool regularly, arrive and are collected on time are more secure and better able to engage with the learning environment.

Roles and Responsibilities

Parents & Carers

- To ensure their child attends every session unless they are unwell.
- To try to avoid making appointments for their child that occur during Preschool time.
- To inform the Preschool by telephone on the first day if a child is absent because of illness and again at regular intervals if the illness is prolonged.
- To inform the Preschool if their child is going to be absent and to give the reason for the absence - this can be done by email, telephone or letter.
- To email or advise the Supervisor of holidays during term time.
- To request permission for flexi-schooling if they wish to take their child out of Preschool on a regular basis to take part in an educational activity such as a swimming lesson.
- To bring and collect their children promptly - please remember it is very distressing for children to be left until last.
- Ensure that children are brought and collected by a responsible adult, over the age of 16.
- Ensure that the Preschool is informed every time someone different will be collecting their child and that person has a password.
- Bring children into the Preschool setting and ensure a member of staff is aware of their arrival.
- Fees for missed sessions are still applicable and no replacement/alternate sessions are provided.

Session Manager

- To ensure parents/carers understand the importance of punctuality and attendance.
- To monitor attendance and punctuality on a session basis.
- To mark in the register O with an A in it if absent or O if unauthorised absence.
- To speak informally to parents/carers if a child's attendance is below the expected level of 95% or if poor punctuality seems to be having a significant effect upon the child's education.
- To write to parents if attendance remains low, or punctuality does not improve, after informal conversation.



- To inform Children's Social Care if poor attendance or punctuality indicates that the child's welfare could be in jeopardy.
- To ensure strategies for encouraging good attendance are implemented.
- To ensure that registers are accurately completed with late marks and reason codes for every absence.

Key persons

- To monitor the attendance and punctuality of their key children and ensure a reason is obtained every time a child is absent from Preschool.
- To understand that a mark in the register will be O if unauthorised or O with an A if authorised absence.
- To inform the Supervisor if they have concerns about a child's attendance or punctuality.
- To be aware that poor attendance and/or punctuality could be a safeguarding issue and to respond in accordance with the Preschool's [Safeguarding Children Policy & Procedures](#).
- To mark a child as being late if they arrive 20 minutes after the session has started.
- To provide positive messages to parents/carers about the importance of punctuality and good attendance.

Directors

- To agree, support, monitor and review the implementation of the Preschool's policy on attendance.
- To monitor attendance rates termly.
- To monitor strategies for encouraging good attendance.

Glossary of Terms

Authorised Absence - sessions away from Preschool where there is a good reason e.g. illness, hospital appointment or other unavoidable cause.

Unauthorised Absence - those which Preschool does not consider reasonable and/or for which there has been no request for absence made or the request has not been granted. This includes :- keeping children off for trivial reasons, absences which have never been properly explained.

Further guidance

- Admissions Policy
- Child Protection Policy
- Safeguarding Children Policy
- Lost or Uncollected Child Policy
- Equal opportunities policy



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. We always act as in our safeguarding policy.

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 af-



ffects 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, not wanting to attend school or pre-school or clinging to adults.

Children who witness bullying can also be affected by it by being worried for their own safety, worried for the person being bullied and guilty for not having help stop it.

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.
- We will comply with the Equality Act 2010

Child on child abuse

Sometimes bullying becomes harassment and can even be between children. This is a growing concern and is known as child on child abuse or sometimes peer on peer abuse. It can be in any form, physical, emotional, sexual or coercive control. Like bullying it can also affect a child who witnesses it by the witness being worried for their own safety, worried for the person being bullied or guilty for not having help stop it. This guilt is called bystander effect and occurs if they do not intervene through fear or intimidation if there are a lot of people around.

Further Guidance

- Equal Opportunities
- Biting Policy
- Staff behaviour
- Child protection policy and procedures
- Manual handling
- Safeguarding children 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 (as in accident procedure) 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.
- We will comply with the Equality Act 2010

Further Guidance

- Behaviour Management (and Bullying)
- Equal Opportunities
- Safeguarding children policy
- New GDPR confidentiality and data protection



Child Protection Policy and Procedure

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

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.

Existing injury forms

For all existing injuries an existing injury form must be filled out at the first possible opportunity.



This should be before the parent leaves the child. The parent should have an adequate explanation of how the injury occurred.

If the staff member it's not satisfied with the explanation of how the injury occurred they should refer to the child protection officer either Rianna Kilford or Gill Powell.

Compass

Compass support settings and professionals with the Early Help process for families and children. The team is part of South Gloucestershire Council's Integrated Children's Preventative Services. Early Help means getting timely and effective support to children, young people and families who need it. It aims to enable children to flourish and to enhance long term outcomes and life changes.

The purpose of Compass is to navigate families to the right help, in the right way, at the right time. Compass provides information and advice regarding early help directly to families, as well as to professionals who are supporting them, to enable them to achieve meaningful and positive outcomes.

This support is mainly over the telephone or via email, however, they support partner agencies and settings in person. The team are happy to have case discussions, but if you want to talk about a family by name or with specific details the family need to give consent.

Compass work closely with all educational settings. Schools, pre-schools and nurseries have a named Compass Partnership Worker. Our Compass worker is Natalie Wood.

Compass can support schools, early years settings and professionals when starting an Early Help Assessment and Plan (EHAP), as well as attending Team Around Family (TAF) meetings in a supportive capacity.

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 - Rianna Kilford or Gill Powell
- 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). But please remember you should only discuss with the parents if you feel it will not put the child in danger.



- 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.

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

When in Setting all staff and visitor's mobile phones must be kept in our secure pre-school phone box out of the reach of children.

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 Powell or Rianna Kilford.

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 - Rianna Kilford or Gill Powell.
- 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 - Rianna Kilford or Gill Powell
- 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 868508 or 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 Rianna Kilford.



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 2 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 on sharing information with relevant services when there are safeguarding concerns.

Information sharing advice for safeguarding practitioners-Gov.uk (www.gov.uk)

Keeping children safe in education 2021-

http://assets.publishing.services.gov.uk/government/uploads/system/uploads/attachemnts_data/file/954314/keeping_children_safe_in_education2020_-_update_-_january_2021.pdf



Safeguarding children and protecting professionals in early years settings: online safety consideration.

<http://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations>

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)

Gill Powell- 07853173221

2. Setting Deputy Lead

Rianna kilford- 07800734251

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 862433

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

Further Guidance

- Attendance policy
- Safeguarding Folder
- Safeguarding children Policy
- Providing References Policy
- Partnership with parents/carers policy
- Photography, video, mobile phone policy
- Policy for staffing arrangements
- Providing References Policy
- Grievance and Whistle Blowing Policy
- Confidentiality and Data Protection Policy
- Data Protection Policy - New GDPR
- Data Retention Policy -New GDPR
- Learning Journey storage and transportation Policy.
- Photography, video, mobile phone policy



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, this includes Covid 19.

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. *** During Covid 19 pandemic the policy for Covid 19 will override this policy for sickness. Children will not be allowed in with any symptoms of Coronavirus.**
- 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.
 - * During Covid 19 pandemic the policy for Covid 19 will override this policy for sickness. Cleaning will be done as by the cleaning rota during the pandemic.**

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

Further Guidance

- Administration of Medication
- First aid Policy and Procedure
- Health and Hygiene Policy and Procedure
- Medication Policy and Procedure
- Serious Accident and Emergency Policy
- Covid 19 policy



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 session manager, please contact either:

Anna Thompson or Rianna Kilford.

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 (director) or another director Rianna Kilford or Anna Thompson.** 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 (Director)** 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 (Director)** 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, Mrs Anna Thompson and Mrs Rianna Kilford 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.

Further Guidance

- Partnership with parents/carers policy
- Confidentiality and data protection policy
- Data protection policy New GDPR
- Data Retention policy
- Grievance and whistle blowing policy



Contingency Staffing Policy

If a member of staff tests positive with a lateral flow or PCR test or is in close contact with a positive case and is unable to work, the manager will look at the number of staff required for each session - morning and afternoon. If there are enough remaining staff that are not affected, to meet the adult to child ratios, then the preschool will operate as normal. If there are not enough staff to safely care for the children then we will follow these steps:-

- 1 - All other staff will be contacted and asked if they can cover.
- 2 - Parents will be emailed to see if they can swap or if they are not planning to attend anyway.
- 3 - We will try to arrange additional staffing from an outside source
- 4 - We will risk assess to see if we change ratio's for that session. This will only be allowed if all managers feel it is safe to do so.
- 5- We will prioritise children attending to those defined as vulnerable by the Department of Education :

- those with a social worker
- those with an Education, Health and Care Plan
- a group of children considered locally, including by settings and local authorities, to be 'otherwise vulnerable'
- children known to children's social care services in the past
- children whose home circumstances might be particularly challenging because of domestic abuse, parental offending, adult mental health issues, and drug and alcohol addiction

Children that meet the above criteria will be able to attend if there are enough staff to care for them .



After the children prioritised above we will aim to remain open for the following groups of children in this order:

- Children with Special educational needs
- Children of "critical workers ' as defined by government at :

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

updated 2 January 2022

- Children in receipt of 2 year old funding
- Children in receipt of Early Years Pupil Premium

In the event that there is not enough staff and we cannot use staff from outside sources we will be forced to close temporarily until we can operate safely .

Further Guidance

- Coronavirus policy
- Staff sickness/absence policy
- SEND policy
- Partnership with parents and carers policy
- Policy for staffing arrangements
- Safeguarding children policy
- Safety policy and procedure
- Safety rules



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 and the GDPR, in particular the Data Protection Bill 2017-2019.
- 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

Further Guidance

- All new GDPR
- Photography, video, mobile phone policy
- Policy for staffing arrangements
- Providing References Policy
- Learning Journey storage and transportation Policy.
- Staff behaviour policy
- Administration of medication
- Admissions policy



- Appraisal of staff
- Child protection policy and procedure
- Disciplinary policy and procedure
- Parents complaints procedure



COVID-19/Coronavirus Policy

At Stepping Stones the health and safety of the children and the adults is of paramount importance. We follow guidelines from Public Health England and the Government and use our own knowledge and understanding of our setting to create an environment that is as safe as possible during the pandemic.

We will do our utmost to protect children and adults within our setting. However COVID 19 has lots of unknowns and we can only minimise the risk we cannot eliminate it.

Safety overall

All staff have done the infection control VLE course.

The manager has completed a Covid 19 course which includes 'returning to work safely' and 'returning to work safely - education and childcare'.

The whole session is run outside whenever possible.

During winter months the children will always have access to the outside via freeflow (either patio or garden.

Access toilets from patio or hall

If heavy rain or very cold the hall will be used. Doors and windows **MUST** be kept open and patio area with shade **MUST** be open. Children will be encouraged to play outside under the shade.

Adults will wash hands regularly and make sure children wash hands regularly.

The cleaning schedule will be followed vigorously.

Children can attend more than one setting because parents use child minders and nurseries to return to work. However, staff and parents should be mindful of the amount of other activities/settings/visits that they or their children attend as each activity/setting/visit brings extra risks.

Contaminated surfaces and toys

Toys/equipment

All toys and equipment to be cleaned regularly.

Enhanced cleaning schedule for surfaces, handles taps etc.

Contact staff to parents/parents to staff



Parents and staff are welcome to wear masks at drop off and pick up if they would like to.

Parents are welcome in the setting provided they have no symptoms of Covid 19, are well in themselves and haven't knowingly been in close contact with a positive case.

Contact staff to children/children to staff

Staff to regularly wash hands and use hand gel.

Children to use hand gel before entering the building.

Children to regularly wash hand and use hand gel

Parents responsibility

Please do not send your child if they have a cough, temperature, or any other symptom of Covid 19.

When making a decision on whether to send your child or not, please take into account we have vulnerable children who attend, a child with a suppressed immune system and staff who are vulnerable or have vulnerable children. Please also consider that if we do have an outbreak we would potentially have to close. We are therefore asking for your continued support in trying to keep Stepping Stones open and as safe as possible.

Parents to put on all day suntan cream before child arrives at preschool

All belongings to be named.

Please remember the closing time is 2:55 pm. This is the time when the last parent and child needs to leave the setting, as staff need to get to pick up their own children from school. Staff children belong to 3 local schools, all of which have different finishing times, due to the pandemic. Please make sure you leave enough time to allow for the fact that only one parent at a time can be at the gate and picking up their child.

If your child is Positive or ill with Covid 19

If your child tests positive or is ill with Covid 19 please keep them off Preschool in the same way that you would keep them home if they have Chicken pox, flu, sickness etc. Going forwards we will be treating Covid 19 like any other childhood



illness. Please do not send them back in Preschool until they are well in themselves - or a minimum of 5 days. If they need Calpol then they should not attend. If they have a temperature please wait 24 hours after the temperature has returned to normal to send them back

Staff responsibility

If staff are unwell or test positive for Covid 19 we ask that they stay off until they are well in themselves or a minimum of 5 days as per Government guidance.

If in any doubt that they may be infectious we ask they adhere to these additional measures

- Wearing a mask if inside
- Making sure that they stay 2 metres apart from other staff members
- To avoid close contact with the children. E.g., not to sit at the table playing with children, let another staff member do this.
- Not being allowed to change children's nappies or other personal care.

Staff welfare

Staff provided with hand gel, gloves, facemasks and aprons for nappy changing. Face-masks and Face shields are reserved if a child becomes ill in the setting.

Staff can use own cotton face mask if they wish to do so

If a child is unwell at Stepping Stones

If a child becomes unwell at preschool, we will telephone their parents and ask for them to be collected. In the interim, the child will be isolated with a member of staff on the patio area or in the main hall.

There are general principles anyone can follow to help prevent the spread.

- washing your hands often - with soap and water, or use alcohol sanitiser if hand-washing facilities are not available. This is particularly important after taking public transport
- Always adhere to the 2 metre rule for social distancing.
- covering your cough or sneeze with a tissue, then throwing the tissue in a bin. See [Catch it, Bin it, Kill it](#)
- people who feel unwell should stay at home and should not attend work or any education or childcare setting
- pupils, students, staff and visitors should wash their hands:



- before leaving home
- on arrival at school
- after using the toilet
- after breaks and sporting activities
- before food preparation
- before eating any food, including snacks
- before leaving school
- use an alcohol-based hand sanitiser that contains at least 60% alcohol if soap and water are not available
- avoid touching your eyes, nose, and mouth with unwashed hands
- avoid close contact with people who are unwell
- clean and disinfect frequently touched objects and surfaces

This policy is to be read alongside the risk assessments related to Corona-virus/Covid 19, the Staff Contingency Policy and the Outbreak Policy.

Further guidance

- **Child sickness policy**
- **Staff sickness policy**
- **Contingency staffing policy**

Updated September 2022.



Disciplinary and Grievance Policy and Procedure

Policy statement

Stepping Stones pre-school aims to operate an open and honest method of working with employees. Difficulties experienced by both employees and management should be raised at the earliest opportunity, with the aim of reaching a resolution informally as a result of full and frank discussion. In order to carry out its function, the organisation is obliged to comply with statutory regulations and policies. It is the responsibility of the organisation to ensure that all employees adhere to these statutory provisions. Failure to comply with such procedures and any other breaches will be dealt with in accordance with the following disciplinary procedure:

EYFS key themes and commitments -

A Unique Child

Positive Relationships

Enabling Environments

Learning and Development

Characteristics of Effective Learning

Playing and Exploring Engagement

Active Learning Motivation

Creating and Thinking Critically - Thinking

Procedure

Disciplinary Action:

Informal Action/Verbal Written Warning:

Employees committing what are deemed to be minor breaches of discipline will normally be approached by their supervisor/manager and spoken to informally about the matter. A performance improvement plan will be agreed; detailing objectives and time scales; if



the objectives are not met within the agreed timescale than a full written warning will be issued.

Employees experiencing any sort of difficulty either personally or at work are encouraged to raise the matter with their supervisor as the issues arise, and will be given the opportunity to do so at an informal meeting. It is hoped difficulties may be resolved informally where possible and a further meeting will be arranged to review the situation within a reasonable time.

If informal action does not bring about an improvement, or the misconduct or unsatisfactory performance is considered to be too serious to be classed as minor, employers should provide employees with a clear signal of their dissatisfaction by taking further action.

Step 1: Written Statement/Letter

The first step in any formal process is to let the employee know in writing what it is they are alleged to have done wrong. The letter or note should contain enough information for the individual to be able to understand both what it is they are alleged to have done wrong and the reasons why this is not acceptable. The manager will issue the written statement /letter to the employee. The employee should be invited to meet with the Manager and discuss the problem.

Step 2: Meeting and Discussion

Where possible, the timing and location of the meeting should be agreed with the employee. The length of time between the written notification and the meeting should not exceed two weeks. The employer should hold the meeting in a private location and ensure there will be no interruptions. Remember the employee has the right to be accompanied.

At the meeting, the employer should explain the complaint against the employee and go through the evidence that has been gathered. The employee should be allowed to set out their case and answer any allegations that have been made. The employee should also be allowed to ask questions, present evidence, call witnesses and be given an opportunity to raise points about any information provided by witnesses.

Following the meeting, the employer must decide whether disciplinary action is justified or not. Where it is decided that no action is justified the employee should be informed. Where it is decided that disciplinary action is justified, the employer will need to consider what form this should take. Before making any decision, the employer should take account of the employee's disciplinary and general record, length of service, actions taken in any previous similar case, the explanations given by the



employee and - most important of all- whether the intended disciplinary action is reasonable under the circumstances. If deemed appropriate a performance improvement plan will be actioned, clearly stating the desired objectives and timeframe; if the objectives are not met within this agreed timescale than a written warning will be issued.

Performance

Following the meeting, an employee who is found to be performing unsatisfactorily should be given a written note by the manager setting out:

- The performance problem
- The improvement that is required
- The time scale for achieving this improvement
- A review date
- Any support the employer will provide to assist the employee.

The employee should be informed that the note represents the first stage of a formal procedure and that failure to improve could lead to a final written warning and, ultimately, dismissal. A copy of the note should be kept and used as the basis for monitoring and reviewing performance over a specified period (eg: six months).

Misconduct:

Where, following a disciplinary meeting, an employee is found guilty of misconduct the usual first step would be to give them a written warning setting out the nature of the misconduct and the change in behaviour required. If deemed appropriate a further performance improvement plan will be actioned, again clearly stating the desired objectives and timeframe; if the objectives are not met within this agreed timescale than the employee will be committing *Gross Misconduct*.

The employee should be informed that the warning is part of the formal disciplinary process and what the consequences will be of a failure to change behaviour. The consequences could be a final written warning and, ultimately, dismissal. The employee should also be informed that they may appeal against the decision. A record of the warning should be kept, but it should be disregarded for disciplinary purposes after a year.

Gross Misconduct

Where gross misconduct is committed; such as verbal/physical abuse/bullying, Safeguarding or Child Protection failure, knowingly breaching individual job role, contract and/or the settings active policies and procedures and/or committing



intentional damage to property/equipment. Please note; this is NOT an exhaustive list and all may result in:

- Instant dismissal
- Contract of employment terminated
- Possible prosecution.

Final Written Warning:

Where there is a failure to improve or change behaviour in the time scale set at the misconduct stage, or where the offence is sufficiently serious, the employee should normally be issued with a final written warning - but only after they have been given the opportunity to present their case at a meeting. The employee will also have their final performance improvement plan actioned, again clearly stating the desired objectives and timeframe; if the objectives are not met within this agreed timescale then the employee will be given a final written warning. The final written warning should give details of, and grounds for the complaint. It should warn the employee that failure to improve or modify behaviour may lead to dismissal or some other penalty, and refer to the right of appeal. The final written warning should normally be disregarded for disciplinary purposes after two years.

Dismissal or Other Penalty:

If the employee's conduct or performance still fails to improve, the final stage in the disciplinary process might be dismissal or (if the employee's contract allows it or it is mutually agreed) some other penalty such as demotion, or loss of seniority/pay. A decision to dismiss should only be taken by a manager who has the authority to do so. The employee should be informed as soon as possible of the reasons for the dismissal, the date on which the employment contract will terminate, the appropriate period of notice and their right of appeal.

It is important for employers to bear in mind that if they dismiss an employee or impose a sanction such as demotion, loss of seniority or loss of pay, they must, as a minimum have followed the statutory dismissal and disciplinary procedures. The standard statutory procedure to be used in almost all cases requires the employer to:

Step 1

Write to the employee notifying them of the allegations against them and the basis of the allegations and invite them to a meeting to discuss the matter

Step 2



Hold a meeting to discuss the allegations-at which the employee has the right to be accompanied - and notify the employee of the decision.

Step 3

If the employee wishes to appeal, hold an appeal at which the employee has the right to be accompanied - and inform the employee of the final decision.

Stepping Stones Pre-School will adhere to the 'Band of Reasonable Practices' and offer a fair procedure by:

Ensuring an investigation

Following disciplinary actions as detailed in this policy and employees contract

Agreeing sanctions, performance improvement plans and appropriate compromise

Grievances

Grievances are concerns or problems that employees raise with their employers, e.g. range of duties, conditions of service and relationships with other staff and must be within the powers of the management to resolve, it cannot be about matters determined by national legislation.

(This does not apply to redundancy dismissals or the non-renewal of fixed-term contracts on their expiry).

Individuals are encouraged to discuss day to day issues with the preschool manager.

An employee can raise a grievance formally. The grievance should be set out in writing. If the grievance is against the Manager/Deputy

The Manager will invite the employee to a meeting to discuss the grievance, within 5 days of the grievance being received. The employee has the right to be accompanied by a colleague or trade union representative. Stepping Stones will investigate the grievance so that a fair decision can be made. Stepping Stones will consider the wellbeing and mental health of any employees involved, offering support where needed.

There are 5 stages to the grievance process.

1. An informal chat with the manager to discuss the issue.
2. A formal meeting with the employee. This will be documented and copies given to the employer and employee.
3. An investigation into the grievance. The issue will be properly investigated and notes taken about what happened and by who.
4. Grievance outcome/. The results of the investigation will be discussed formally. It will all be documented and copies given to both the employer and employee.



5. Grievance appeal. If the grievance has not been solved, the employee can request an appeal where further action will be taken to try and solve the grievance

The Acas code will be followed throughout the Grievance process.

Legal framework

- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Data Protection Act (1998) Non Statutory Guidance

Further guidance

Can be found at www.legislation.gov.uk, or www.hse.gov.uk, www.gov.uk
www.acas.org.uk/advice www.citizensadvice.org.uk

Further Guidance

- Allegations against a staff member
- Equal opportunities
- Supporting Staff
- Staff behaviour policy
- Whistleblowing procedure
- Confidentiality and data protection policy
- Data retention policy new GDPR



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, gender, gender reassignment, sexuality, family status, means, disability, race ethnic origin, culture, religion or belief. Stepping Stones opposes all forms of unlawful and unfair discrimination. 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. All staff comply with the Equality Act 2010.

*Includes staff members and volunteers.

Recruitment and Employment

We will recruit and employ people on the basis of their skills, experience and knowledge as in staff recruitment policy. 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). 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.

Stepping stones will:

- provide everyone with the same opportunities for training and promotion.
- make sure everyone knows, understands and abides by our Equal Opportunity policy.
- Take a no-tolerance approach to any form of discrimination, bullying or harassment.
- Monitor our recruitment procedure regularly.



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 our 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 Remembrance Day, Christmas, Chinese New Year 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

Further Guidance

- Admissions Policy
- Attendance Policy
- Behaviour Management (and Bullying)
- Inclusion Policy- Disabled Children
- Partnership with parents Policy
- Special Needs
- Staffing and Recruitment Policy
- Statement for Special Educational needs
- Working with disabled children
- Supporting staff policy
- Staff behaviour policy
- Staff Handbook



Fees Policy for September 2022

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

The Nursery Education Grant (NEG) year is divided into 3 terms: Autumn, spring and summer.

Fees are paid half termly in advance (6 times a year) 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: £5.00 for an hour (£15.00 a session) for children aged 3 who are eligible for the grant or a nursery educational grant. Fees for 2 year olds are £5.50 an hour (£16.50 a session). The fees charges will be calculated at the two year old rate until the child is entitled to the nursery grant.

A half terms notice (6 weeks) is required if you have to leave Stepping Stones. Fees will be charged for the term if no notice is given. If you are receiving the Nursery Education Grant (NEG) we are entitled to claim 4 full weeks of this from when you give us notice. This does not include weeks when we are shut.

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.

Full details of the Nursery Education Grant system are available from the Pre-School Manager, Leader or Administrator.

Further Guidance

- Confidentiality and Data protection



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/shout 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 (with a large space between children) 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.

Further Guidance

- Staff Handbook
- Safety - Policy and Practice



- Covid 19 policy
- Safeguarding children

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.
- For all existing injuries an existing injury form must be filled out at the first possible opportunity. This should be before the parent leaves the child. The parent should have an adequate explanation of how the injury occurred.

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 a director/manager 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.

Further Guidance

- Serious Accident and Emergency Policy
- Staff Handbook
- Safety - Policy and Practice
- Accident Policy and procedure
- Administration of medication
- Safeguarding children
- Confidentiality and Data protection policy
- Data protection policy New GDPR
- Data retention policy New GDPR
- Health and hygiene policy and procedure
- Medication policy and procedure



Grievance Policy and Procedure

At Stepping Stones we follow our legal obligations as an employer at all times including hearing and investigating grievances. We have a policy and procedure that set out our process.

Legal obligations

Our obligations as an employer are detailed in the ACAS Code of Practice on disciplinary and grievance procedures. This code of practice was introduced in April 2009 and updated in 2015. A full copy of the ACAS Code of Practice and the accompanying guidance can be obtained from the ACAS website www.acas.org.uk/advice

Objectives and guiding principles

At Stepping Stones we recognise that an employee needs to feel that his or her grievance has been fully investigated and has received a fair hearing. The employee also needs to understand the reasons for the decision made by the manager who heard their grievance. The employee should then be given the opportunity to appeal against the decision. Their appeal should be submitted in writing and should be investigated and heard by someone more senior to the person who heard the initial grievance. The person allocated to hear the employee's appeal should be able to take a fresh and independent look at the issue. We believe that all employees should be treated fairly and with respect throughout the procedure and we will consider the wellbeing and mental health of any employees involved, offering support where needed.

At Stepping Stones we encourage all employees to try to resolve any grievance on an informal basis, as most grievances can be resolved quickly through discussion and we advocate this if at all possible. We may use ACAS support and guidance to help with mediation. If this does not resolve the problem, you should initiate the formal process.

Our grievance procedure does not form part of any employees' contract of employment. It may be amended at any time and we may depart from it depending on the circumstances of any case. This procedure applies to all employees regardless of length of service.



Grievance process

Stage 1

Making your grievance

- You should put your grievance in writing and forward it to your line manager.
- This written statement will form the basis of any investigations and the subsequent hearing, so it is important that you set out clearly the nature of your grievance and any dates and names of individuals involved. You should also indicate the outcome that you are seeking. If your grievance is unclear, you may be asked to clarify your complaint before any meeting takes place
- If your complaint relates to an issue with your session manager, the grievance may be sent to one of the other directors.
- Before proceeding to a full grievance hearing, it may be necessary to carry out investigations of any allegations made by you. If any evidence is gathered in the course of these investigations, you will be given a copy long enough in advance of the hearing for you to consider your response. In exceptional circumstances, the evidence given by individuals may have to remain confidential. Where confidentiality is necessary, this will be explained to you and an appropriate summary of the evidence gathered will be given to you.

Stage 2

The grievance hearing

The hearing will be held as soon as is reasonably possible following any investigations, and within seven working days of the receipt of your written complaint. It will be conducted by a director or if the grievance relates to this director it will be conducted by a different director. Notes of the meeting will be taken. You are entitled to bring a companion to the grievance meeting if you make a reasonable request to do so. This request must be in advance of the meeting and you should tell us the name of your chosen companion. The companion may either be a trade union representative who is employed by a trade union, a trade union representative who is not an employed official must have been certified by their union as being competent to accompany a worker or a work colleague.



You should ensure that you attend the meeting where possible. If you are unable to attend because of circumstances beyond your control, you should inform your line manager as soon as possible and a further meeting will be rearranged as soon as possible. If you fail to attend without explanation, or if it appears that you have not made sufficient attempts to attend, the hearing may take place in your absence.

During the hearing you will be given the opportunity to explain your complaint. Your explanations should focus on the complaint and not on irrelevant issues. The manager conducting the hearing will inform you if they believe the key issues are not being focused on. They may also set a reasonable timeframe for the meeting; this will be determined by the nature and complexity of your complaint.

The hearing may be adjourned to allow further investigations to take place. Following the meeting, you will be informed in writing of the outcome within five working days, where reasonably practicable, and told of any action that Stepping Stones proposes to take as a result of your complaint, if applicable. If it is anticipated that further investigation is required and therefore the outcome cannot be provided within this timeframe, we will inform you as to when you can expect to receive the outcome.

If another employee has been disciplined as a result of the grievance, you should not inform the employee who raised the grievance as this information is confidential between you as the employer and the other employee.

If you are dissatisfied with the outcome, you may make a formal appeal in writing to the Directors, stating your full grounds of appeal, within five working days of the date on which the decision was sent or given to you.

Stage 3

Appeal

You have a right to appeal if you are not satisfied with the outcome. We will hold an appeal meeting within 14 working days of receiving the appeal, where reasonably practicable. This will be dealt with impartially by another Director (where possible) or manager who has not previously been involved in the case. You will have the right to bring a companion, as explained above. We will confirm our final decision in writing, usually within seven working days of the appeal hearing, where reasonably practicable. There is no further right of appeal.

Grievances linked to disciplinary matters



Complaints that you may have about any disciplinary action taken against you should be dealt with as an appeal under the disciplinary procedure. Grievances raised while you are subject to disciplinary proceedings will usually be heard when the disciplinary process has been completed. If a grievance has any bearing on the disciplinary proceedings, it will be dealt with as part of the disciplinary hearing.

Further guidance

Can be found at www.legislation.gov.uk, or www.hse.gov.uk, www.gov.uk
www.acas.org.uk/advice www.citizensadvice.org.uk

- Allegations against a staff member.
- Confidentiality policy and data protection policy.
- Data protection policies and procedures (GDPR).
- Disciplinary policy and procedure.
- Equal opportunities.
- Staff behaviour policy.
- Staff handbook.
- Supporting Staff.
- Whistleblowing procedure.



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.
- Oral health
 - We will promote children's oral health in a variety of ways, we first establish if they are registered with a dentist when they first start (if not they will be given information about local services) we also do lots of activities, read books and talk to the children about good oral hygiene.
- 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. This includes Covid 19.
 - Parents are asked not to bring into the pre-school any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since 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.
- * During Covid 19 pandemic the policy for Covid 19 will override this policy. Cleaning will be done as by the cleaning rotas during the pandemic.

- Food

We will observe current legislation regarding food hygiene, registration and training. All senior management have completed a level 2 food hygiene course.

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 infec-



tious/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.

Further Guidance

- Administration of Medication
- Child Sickness Policy
- First aid Policy and Procedure
- Healthy Eating Policy
- Serious Accident and Emergency Policy
- Covid 19
- Safeguarding children



GDPR -DATA PROTECTION POLICY

Introduction

In the course of your work with our Company you are likely to collect, use, transfer or store personal information about employees, clients, customers and suppliers, for example their names and home addresses. The UK's data protection legislation, including the General Data Protection Regulations (GDPR) contains strict principles and legal conditions which must be followed before and during any processing of any personal information.

The purpose of this policy is to ensure that you are aware that everyone has a responsibility to comply with the principles and legal conditions provided by the data protection legislation, including the GDPR and failure to meet those responsibilities are likely to lead to serious consequences. Firstly, a serious breach of data protection is likely to be a disciplinary offence and will be dealt with under the Company's disciplinary procedure. If you access another employee's personnel records or any sensitive personal information without authority, this will constitute a gross misconduct offence and could lead to your summary dismissal. Additionally, if you knowingly or recklessly disclose personal data in breach of the data protection legislation, including the GDPR you may be held personally criminally accountable for any such breach.

Breach of the data protection legislation, including the GDPR rules can cause distress to the individuals affected by the breach and is likely to leave the Company at risk of serious financial consequences.

If you are in any doubt about what you can or cannot disclose and to whom, do not disclose the personal information until you have sought further advice from the Company's [Data Protection Officers- Gill Powell Tel: 07484508998 Rianna Kilford Tel: 07800734251 or Anna Thompson Tel: 07974161871

This policy does not form part of a contract of employment. However, it is mandatory that all employees, workers or contractors must read, understand and comply with the content of this policy and you must attend associated training relating to its content



and operation. Failure to adhere to this policy is likely to be regarded as a serious disciplinary matter and will be dealt with under the Company's disciplinary rules and procedures.

Definitions

Data Subject: a living individual.

Data Controller: the person or organisation that determines the means and the purpose of processing the personal data.

Data Protection Legislation: includes (i) the Data Protection Act 1998, until the effective date of its repeal (ii) the General Data Protection Regulation ((EU) 2016/679) (**GDPR**) and any national implementing laws, regulations and secondary legislation, for so long as the GDPR is effective in the UK, and (iii) any successor and supplemental legislation to the Data Protection Act 1998 and the GDPR, in particular the Data Protection Bill 2017-2019 and the E-Privacy Directive (and its proposed replacement), once it becomes law.

Personal data: is any information that identifies a living individual (data subject) either directly or indirectly. This also includes special categories of personal data. Personal data does not include data which is entirely anonymous or the identity has been permanently removed making it impossible to link back to the data subject. Such data can include children information forms, learning diaries, register, grant forms etc.

Processing: is any activity relating to personal data which can include collecting, recording, storing, amending, disclosing, transferring, retrieving, using or destruction.

Special categories of personal data: this includes any personal data which reveals a data subject's, ethnic origin, political opinions, religious and philosophical beliefs, trade union membership, genetic, biometric or health data, sex life and sexual orientation.

Criminal records data: means information about an individual's criminal convictions and offences, and information relating to criminal allegations and proceedings.

What are the GDPR principles?

We are a data controller. This means that we are required by law to ensure that everyone who processes personal data and special categories of personal data during the course of their work with us does so in accordance with the data protection



legislation, including the GDPR principles. In brief, the principles say that:

- Personal data must be processed in a lawful, fair and transparent way.
- The purpose for which the personal information is collected must be specific, explicit and legitimate.
- The collected personal data must be adequate and relevant to meet the identified purpose.
- The information must be accurate and kept up to date.
- The personal data should not be kept in a form which permits identification of a data subject for longer than is necessary for the purposes for which it is used.
- The personal data must be kept confidential and secure and only processed by authorised personnel.

Other rules under the GDPR state that:

- The transfer of personal data to a country or organisation outside the EEA should only take place if appropriate measures are in place to protect the security of that data.
- The data subject must be permitted to exercise their rights in relation to their personal data.

The Company and all employees must comply with these principles and rules at all times in their information-handling practices. We are committed to ensuring that these principles and rules are followed, as we take the security and protection of data very seriously.

You must inform us immediately if you become aware that any of these principles or rules have been breached or are likely to be breached.

What are the lawful reasons under which we would expect you to process personal data?

Whilst carrying out your work activities you are likely to process personal data. The Company will only expect you to process personal data where the business has a lawful basis (or bases) to process that information. The lawful basis may be any one of the following reasons or a combination of:

- a) Consent has been obtained the data subject to process their personal data for



specified purposes.

- b) Where we need to perform the contract we have entered into with the data subject either for employment or commercial purposes.
- c) Where we need to comply with a legal obligation.
- d) Where it is necessary for our legitimate interests (or those of a third party) and the interests and fundamental rights of the data subject do not override those interests.

There are other rare occasions where you may need to process the data subjects personal information, these include:

- e) Where we need to protect the data subject's interests (or someone else's interests).
- f) Where it is needed in the public interest [or for official purposes].

You must always ensure that you keep a documentary inventory of the legal basis (or bases) which is being relied on in respect of each processing activity which you perform.

Privacy Notices

- Personal data must be processed in a lawful, fair and transparent way.

Before you begin collecting or processing personal data directly from a data subject you must ensure that an appropriate privacy notice has been issued to the data subject. Different notices are used for employment and commercial purposes. The content of the privacy notice must provide accurate, transparent and unambiguous details of the lawful and fair reason for why we are processing the data. It must also explain how, when and for how long we propose to process the data subjects personal information. We need to include information around the data subjects' rights and most importantly, the notice should also explain how we will keep the information secure and protected against unauthorised use.

Where you intend to collect data indirectly from a third party or a public source (i.e. electoral register), you must ensure that a privacy notice is issued to the data subject within a reasonable of period of obtaining the personal data and no later than one month; if the data is used to communicate with the individual, at the latest, when the first communication takes place; or if disclosure to someone else is envisaged, at the latest, when the data is disclosed.



You must only use data collected indirectly if you have evidence that it has been collected in accordance with the GDPR principles.

In all circumstances you must check that you are using an up to date version of the Company's privacy notice and it is being used in accordance with the Company's guidelines.

Purpose Limitation

- The purpose for which the personal information is collected must be specific, explicit and legitimate.

When you collect personal information you will set out in the privacy notice how that information will be used. If it becomes necessary to use that information for a reason other than the reason which you have previously identified you must usually stop processing that information. However, in limited circumstances you can continue to process the information provided that your new reason for processing the personal information remains compatible with your original lawful purpose (unless your original lawful basis was consent)..

Adequate and relevant

- The collected personal data must be adequate and relevant to meet the identified purpose.

You must only process personal data where you have been authorised to do so because it relates to your work or you have been delegated temporary responsibility to process the information. You must not collect, store or use unnecessary personal data and you must ensure that personal data is deleted, erased or removed within the Company's retention guidelines. You must not process or use personal data for non-work related purposes.

The Company will review its records and in particular employees' personnel files on a regular basis to ensure they do not contain a backlog of out-of-date or irrelevant information and to check there are lawful reasons requiring information to continue to be held.

Accurate and kept up to date



- The information must be accurate and kept up to date.

If your personal information changes, for example you change address or you get married and change your surname, you must inform your line manager as soon as practicable so that the Company's records can be updated. The Company will not be responsible for any inaccurate personal data held on its systems where you have failed to notify it of the relevant change in circumstances.

Kept for longer than is necessary

- The personal data should not be kept in a form which permits identification of a data subject for longer than is necessary for the purposes for which it is used.

Different categories of personal data will be retained for different periods of time, depending on legal, operational and financial requirements. Any data which the Company decides it does not need to hold for a particular period of time will be destroyed in accordance with its retention of data policy.

Kept confidential and secure

- The personal data must be kept confidential and secure and only processed by authorised personnel.

To achieve this you must follow these steps:

- The Company has in place appropriate technical and organisational measures to protect against unauthorised or unlawful processing of personal data and against accidental loss or destruction of, or damage to data. These procedures must always be adhered to and not overridden or ignored.
- Where the Company provides you with code words or passwords to be used before releasing personal information, for example by telephone, you must strictly follow the Company's requirements in this regard.
- Only transmit personal information between locations by fax or e-mail if a secure network is in place, for example, a confidential fax machine or encryption is used for e-mail.



- Ensure that any personal data which you hold is kept securely, either in a locked filing cabinet or, if it is computerised, it is password protected so that it is protected from unintended destruction or change and is not seen by unauthorised persons.
- Do not access another employee's records without authority as this will be treated as gross misconduct and it is also a criminal offence.
- Do not write down (in electronic or hard copy form) opinions or facts concerning a data subject which would be inappropriate to share with that data subject.
- Do not remove personal information from the workplace with the intention of processing it elsewhere unless this is necessary to enable you to carry out your job duties and has been authorised by your line manager.
- Ensure that when working on personal information as part of your job duties when away from your workplace and with the authorisation of your line manager, you continue to observe the terms of this policy and the data protection legislation, in particular in matters of data security.
- Ensure that hard copy personal information is disposed of securely, for example cross-shredded.
- Manual personnel files and data subject files are confidential and are stored in locked filing cabinets. Only authorised employees have access to these files. For a list of authorised employees, please contact Gill Powell, Rianna Kilford or Anna Thompson the Company's Data Protection Officers. These will not be removed from their normal place of storage without good reason.
- Data stored on memory sticks, discs, portable hard drives or other removable storage media is kept in locked filing cabinets.
- Data held on computers are stored confidentially by means of password protection.

Transfer to another country

- Transfer of personal data to countries or organisations outside of the EEA should only take place if appropriate measures are in place to protect the security of that data.

We do not generally have a need to transfer data outside of the European Economic Area (EEA). However, if you are requested to transfer personal data to a country or organisation outside of the EEA you must not transfer personal data to a country or



organisation unless that country or organisation ensures an adequate level of protection in relation to the processing of personal data and you have in place safeguards to ensure this is done. You must speak to Gill Powell before you send personal data outside of the EEA.

The data subject rights

- The data subject must be permitted to exercise their rights in relation to their personal data.

Under the *GDPR*, subject to certain legal limitations, data subjects have available a number of legal rights regarding how their personal data is processed. At any time a data subject can request that the Company should take any of the following actions, subject to certain legal limitations, with regard to their personal data:

- Allow access to the personal data
- Request corrections to be made to data
- Request erasure of data
- Object to the processing of data
- Request that processing restrictions be put in place
- Request a transfer of personal data
- Object to automated decision making
- Right to be notified of a data security breach

There are different rules and timeframes that apply to each of these rights. You must follow the Company's policies and procedures whenever you process or receive a request in relation to any of the above rights.

How should you respond to a data subject request?

You must follow the Company's data subject access procedure which details how to deal with requests and it describes the circumstances where a fee may be charged. The procedure includes the following:

- Always verify the identity of the person making a data subject request and the legitimacy of the request.
- If you are unsure as to whether you are authorised to action the request check the



privacy notice to ascertain who is authorised to deal with data subject requests. If you are still unsure how to handle the enquiry, you should forward this to Gill Powell, Rianna Kilford or Anna Thompson.

- If you are authorised to deal with the request do not give out confidential personal information unless you have received the appropriate consent from the data subject. Seek explicit written consent to process the data subject request and ensure that you keep a clear audit trail of the request and your response.
- Do not share personal information with a third party, unless the data subject has given their explicit prior consent to the sharing of their information. A third party is anyone who is not the actual data subject and can include a family member of the data subject.
- Take great care not to accidentally share information with an unauthorised third party.

Be aware that those seeking information sometimes use deception in order to gain access to it.

Categories of information

During the course of your employment you may be required to process personal data which falls into different categories, general personal data and special categories of personal data. All data should be processed in accordance with the privacy notice and at all times in a confidential manner. However, where that data is classed as a special category extra care should be taken to ensure the privacy and security of that data. This means that you should maintain a high level of security and you should only share this data with those who are also authorised to process that data. In the context of employee relations the scenarios when you may be required to process special categories information may arise for one or more of the following reasons:

- In order to comply with employment and other laws when processing and managing situations connected with absences arising in relation to sickness or family/ dependant related leave.
- To ensure health and safety obligations and other employment related obligations are met you may be required to process information about the physical or mental health or disability status of an employee in order to assess their capability to per-



form a role. You may also be required to monitor and manage sickness absence, recommend appropriate workplace adjustments and administer health related benefits.

- Where it is needed in the public interest, for example for equal opportunity monitoring and reporting.
- And any other reasons which we advise you of under a separate policy or notice.

We may also require you to process special categories of information in connection with customers and other third parties.

There may also be circumstances where we ask you to process this type of information in relation to assisting the Company with legal claims or to protect a data subjects interests (or someone else's).

You may be asked to process information in relation to criminal convictions. This should be processed with the highest degree of confidentiality and in accordance with any data protection legislation and privacy notices that are in force in our business.

If you are unsure about how you should process general personal data or special categories of personal data, you must contact Gill Powell, Rianna Kilford or Anna Thompson.

When will you need to seek consent?

In limited circumstances during your work you may need consent from a data subject in order to process personal data or special categories of data. You will be provided with training and details of which circumstances consent is needed and the type of consent that should be sought.

However, in limited circumstances, you may find it necessary to request a data subject to provide written consent to allow the processing of special categories of personal data. You will be provided with training and details of which circumstances consent is needed and the type of consent that should be sought. For example, in an employment context you should request the data subject's written consent to instruct a medical



practitioner to prepare a medical report. If it becomes necessary to request consent to process special categories of personal data, you must provide the data subject with details of the information that will be required and why it is needed, so that they can make an informed decision as to whether they wish to provide consent.

You must not compel a data subject to provide written consent. Giving consent will always be a decision made by freewill and choice and is not a contractual condition. Consent can be withdrawn at any time without any reason provided. You must not subject a data subject to a sanction or detriment as a consequence of withdrawing consent. This would be viewed a serious disciplinary issue.

Exemptions

In limited circumstance there are certain categories of personal data which are exempt from the GDPR regime. In an employment for example:

- Confidential references that are given, but not those received by the Company from third parties. Only designated line managers can give Company references. Confidential references will not be provided unless the Company is sure this is the employee's wish.
- Management forecasts and management planning (including documents setting out management plans for an employee's future development and progress).
- Data which is required by law to be publicly available.
- Documents subject to legal professional privilege.

Action to be taken in the event of a data protection breach

A personal data breach will arise whenever any personal data is lost, destroyed, corrupted or disclosed; if someone accesses the data or passes it on without proper authorisation; or if the data is made unavailable and this unavailability has a significant negative effect on a data subject.

In the event of a security incident or breach, do not try to handle this yourself.



You must follow the Company's Data Breach Policy which includes immediately informing Gill Powell, Rianna Kilford or Anna Thompson so that steps can be taken to:

- Contain the breach;
- Assess the potential adverse consequences for individuals, based on how serious or substantial these are, and how likely they are to happen; and
- To limit the scope of the breach by taking steps to mitigate the effects of the breach.

Gill Powell, Rianna Kilford or Anna Thompson will determine within 72 hours the seriousness of the breach and if the Information Commissioner's Office (ICO) and/or data subjects need to be notified of the breach.

Record keeping

- As we have fewer than 250 employees, we only need to document processing activities that:
 - are not occasional; or
 - could result in a risk to the rights and freedoms of individuals; or
 - involve the processing of special categories of data or criminal conviction and offence data.

Training

All employees that handle personal information of individuals must have a basic understanding of the data protection legislation, including the GDPR. Staff with duties such as computer and internet security, marketing and database management may need



specialist training to make them aware of particular data protection requirements in their work area.

We will provide you with continuous training and updates on how to process personal data in a secure and confidential manner and in accordance with the spirit of the data protection legislation, including the *GDPR*. You will be required to attend all training and to keep yourself informed and aware of any changes made to privacy notices, consent procedures and any other policies and procedures associated with our internal processing of personal data.

You must regularly review all your data processing activities and ensure that you are acting in accordance with the most current best practice and legal obligations in relation to data security and confidentiality.

Automated processing and decision making

From time to time we may use computer programmes to process data and make automated decisions. We will provide you with a separate notice explaining when and how this happens. Where automated processing or decision making does take place and the effect of that processing impacts on the freedoms and legitimate interests of the data subject, then in certain circumstances the data subject can request for human intervention. This means that they can ask for a human to review the machine made outcome/decision.

Sharing personal data

We may share personal data internally as is necessary. You must always ensure that personal data is only shared with authorised persons and is shared in accordance with the purposes stated in any privacy notice or consents. Extra care and security must be taken when sharing special categories of data or transferring data outside of the Company to a third party.

Direct Marketing



We are subject to specific rules under the GDPR in relation to marketing our services. Data subjects have the right to reject direct marketing and we must ensure that data subjects are given this option at first point of contact. When a data subject exercises their right to reject marketing you must desist immediately from sending further communications.

Complaints

If you believe that this policy has been breached by a colleague or to exercise all relevant rights, queries or complaints please in the first instance contact Gill Powell tel: 07484508998, Rianna Kilford tel: 07800734251 or Anna Thompson tel: 07974161871

Changes to this policy

We reserve the right to change this policy at any time so please always check this document regularly to ensure you are following the correct procedures.

Compliance with GDPR is everyone's responsibility.

By signing this policy you confirm that you have read and understood the content of this policy and that you agree to adhere to the content and that you understand that breach of any aspect of this policy may lead to serious disciplinary action.

Further Information

The Data Protection Act 2018 (DPA) gives parents and carers the right to access information about their child that a provider holds. However, the DPA also sets out specific exemptions under which certain personal information may, under specific circumstances, be withheld from release. For example, a relevant professional will need to give careful consideration as to whether the disclosure of certain information about a child could cause harm either to the child or any other individual. It is therefore essential that all providers/staff in early years settings have an understanding of how data protection laws operate. Further guidance can be found on the website of the Information Commissioner's Office at:



<https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/>

This policy was reviewed on 25/8/2021 by Gill Powell and checked by Rianna Kilford and Anna Thompson. on 25/8/2021

Signed by name of employee:

.....

Print name:

.....

Date:

.....

Further guidance



- GDPR data retention policy with schedule
- GDPR Data Breach policy
- Confidentiality and data protection policy
- Learning diaries storage and transportation procedure.
- Partnership with Parents/Carers policy
- Photography, video, mobile phone
- Providing references policy
- Appraisal of staff
- Children protection policy and procedure
- Disciplinary policy and procedure
- Serious accident and emergency policy



GDPR: DATA BREACH POLICY

This is the Data Breach Policy of Stepping Stones at Elberton Ltd

Background

The General Data Protection Regulation (GDPR) is based around six principles of handling of personal data. We must comply with all six principles as a business; otherwise we'll be in breach of the GDPR. We understand that the principles give people specific rights in relation to their personal information and place certain obligations on those organisations that are responsible for processing it.

Aim

The GDPR requires that we must take appropriate measures against unauthorised or unlawful processing and against accidental loss, destruction of or damage to personal data. This policy sets out how we deal with a data security breach.

What is a personal data breach?

The Information Commissioner's Office states that a personal data breach can be broadly defined as a security incident that has affected the confidentiality, integrity or availability of personal data. In short, there will be a personal data breach whenever any personal data is lost, destroyed, corrupted or disclosed; if someone accesses the data or passes it on without proper authorisation; or if the data is made unavailable and this unavailability has a significant negative effect on individuals.

Action to be taken in the event of a data breach

1. Containment and recovery

The immediate priorities are to:

- Contain the breach;
- Assess the potential adverse consequences for individuals, based on how serious or substantial these are, and how likely they are to happen; and
- To limit the scope.

In the event of a security incident or breach, staff must immediately inform Gill Powell.

Gill Powell will take the lead on investigating the breach. In the event where Gill Powell is absent for whatever reason, Anna Thompson or Rianna Kilford will take the lead on investigating a breach.

Steps to take where personal data has been sent to someone not authorised to see it:

- Inform the recipient not to pass it on or discuss it with anyone else;



- Inform the recipient to destroy or delete the personal data they have received and get them to confirm in writing that they have done so;
- Explain to the recipient the implications if they further disclose the data; and
- Where relevant, inform the data subjects whose personal data is involved what has happened so that they can take any necessary action to protect themselves.

2. Assessing the risk

Perhaps most important is an assessment of potential adverse consequences for individuals, how serious or substantial these are and how likely they are to happen.

Examples of the type of questions to consider:

What type of data is involved?	
How sensitive is it?	
If data has been lost or stolen, are there any protections in place such as encryption?	
What has happened to the data?	i.e. If stolen, could it be used for purposes which are harmful to the individuals to whom the data relate?; if it has been damaged, this poses a different type and level of risk
Estimate how many individuals' personal data are affected by the breach	
Who are the individuals whose data has been breached?	Whether they are staff, customers, clients or suppliers, for example, will to some extent determine the level of risk posed by the breach and, therefore, your actions in attempting to mitigate those risks
What harm can come to those individuals?	Are there risks to physical safety or reputation, of financial loss or a combination of these and other aspects of their life?
Are there wider consequences to consider such as a risk to public health or loss of public confidence in an important service you provide?	
Establish whether there is anything you can do to recover any losses and limit the damage the breach can cause	

3. Notifying the ICO and individuals, where relevant



a) Who is responsible?

In our business, Gill Powell, Rianna Kilford and Anna Thompson are the points of contact for staff and the ICO's on this policy and on all matters relating to data protection.

Gill Powell, Rianna Kilford and Anna Thompson are also responsible for notifying the ICO and individuals (where applicable) of relevant personal data breaches.

b) What breaches do we need to notify the ICO about?

When a personal data breach has occurred, we need to establish the likelihood and severity of the resulting risk to people's rights and freedoms. If it's likely that there will be a risk then we must notify the ICO; if it's unlikely then we don't have to report it.

If we decide we don't need to report the breach, we need to be able to justify this decision, and we should document it.

c) When to notify the ICO and dealing with delays

Notifiable breaches must be reported to the ICO without undue delay, but not later than 72 hours after becoming aware of it.

If we don't comply with this requirement, we must be able to give reasons for the delay.

In some instances it will not always be possible to investigate a breach fully within 72 hours to understand exactly what has happened and what needs to be done to mitigate it. Where that applies we should provide the required information in phases, as long as this is done without undue further delay.

d) Breach information to the ICO

When reporting a breach, we will provide the following information:

- a description of the nature of the personal data breach including, where possible:
 - the categories and approximate number of individuals concerned;
 - and the categories and approximate number of personal data records concerned;
- our contact people, Gill Powell tel: 07484508998, Rianna Kilford tel: 07800734251 or Anna Thompson tel: 07974161871 a description of the likely consequences of the personal data breach; and
- a description of the measures taken, or proposed to be taken, to deal with the personal data breach, including, where appropriate, the measures taken to mitigate any possible adverse effects.

e) Individuals



Where notification to individuals may also be required, Gill Powell, Rianna Kilford or Anna Thompson will assess the severity of the potential impact on individuals as a result of a breach and the likelihood of this occurring. Where there is a high risk, we will inform those affected as soon as possible, especially if there is a need to mitigate an immediate risk of damage to them.

g) Information to individuals

Gill Powell, Rianna Kilford or Anna Thompson will consider who to notify, what we are going to tell them and how we are going to communicate the message. This will depend to a large extent on the nature of the breach but will include the name and contact details of our data protection officer (where relevant) or other contact point where more information can be obtained; a description of the likely consequences of the personal data breach; and a description of the measures taken, or proposed to be taken, to deal with the personal data breach and including, where appropriate, of the measures taken to mitigate any possible adverse effects.

The breach need not be reported to individuals if:

- We have implemented appropriate technical and organisational protection measures, and those measures were applied to the personal data affected by the personal data breach;
- We have taken subsequent measures which ensure that the high risk to the rights and freedoms of data subjects is no longer likely to materialise;
- It would involve disproportionate effort (in this case a public communication may be more appropriate).

In the case of a breach affecting individuals in different EU countries, we are aware that the ICO may not be the lead supervisory authority. Where this applies, Gill Powell, Rianna Kilford or Anna Thompson should establish which European data protection agency would be the lead supervisory authority for the processing activities that have been subject to the breach.

h) Third parties

In certain instances Gill Powell, Rianna Kilford or Anna Thompson may need to consider notifying third parties such as the police, insurers, professional bodies, bank or credit card companies who can assist in reducing the risk of financial loss to individuals.

i) Document all decisions

Gill Powell, Rianna Kilford or Anna Thompson must document all decisions that we take in relation to security incidents and data breaches, regardless of whether or not they need to be reported to the ICO.

[IT IS IMPORTANT TO BE AWARE THAT IF YOU ARE A COMMUNICATIONS SERVICE PROVIDER, A UK TRUST SERVICE PROVIDER, AN OPERATOR OF



ESSENTIAL SERVICES OR A DIGITAL SERVICE PROVIDER, YOU MAY HAVE ADDITIONAL NOTIFICATION OBLIGATIONS UNDER OTHER LAWS IF YOU EXPERIENCE A PERSONAL DATA BREACH. WHERE THIS APPLIES, PLEASE FOLLOW THE ICO THAT CAN BE FOUND HERE: <https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/personal-data-breaches/>]

4. Evaluate our response and mitigation steps

We investigate the cause of any breach, decide on remedial action and consider how we can mitigate it. As part of that process we also evaluate the effectiveness of our response to incidents or breaches. To assist in this evaluation we consider:

<ul style="list-style-type: none">• What personal data is held, where and how it is stored
<ul style="list-style-type: none">• Risks that arise when sharing with or disclosing to others
<ul style="list-style-type: none">• This includes checking the method of transmission to make sure it's secure and that we only share or disclose the minimum amount of data necessary
<ul style="list-style-type: none">• Weak points in our existing security measures such as the use of portable storage devices or access to public networks
<ul style="list-style-type: none">• Whether or not the breach was a result of human error or a systemic issue and determine how a recurrence can be prevented - whether this is through better processes, further training or other corrective steps
<ul style="list-style-type: none">• Staff awareness of security issues and look to fill any gaps through training or advice
<ul style="list-style-type: none">• The need for a Business Continuity Plan for dealing with serious incidents
<ul style="list-style-type: none">• The group of people responsible for reacting to reported breaches of security

5. Review

This document was reviewed on 21/8/2022 by Gill Powell and checked by Rianna Kilford and Anna Thompson.

Further guidance

- GDPR data protection policy
- GDPR Data retention policy with schedule
- Confidentiality and data protection policy
- Learning diaries storage and transportation procedure.
- Photography, video, mobile phone
- Staff behaviour policy



GDPR - DATA RETENTION POLICY WITH SCHEDULE

This is the Data Retention Policy of Stepping Stones at Elberton LTD.

Introduction

We recognise that in the running of our business, we collect and process personal data from a variety of sources. This personal information is collated in several different formats including letters, emails, legal documents, employment records, children's records, parents contact details, operations records, images and statements. The personal data is held in both hard copy and electronic form.

Aims of the policy

Our business will ensure that personal data that we hold is kept secure and that it is held for no longer than is necessary for the purposes for which it is being processed. In addition, we will retain the minimum amount of information to fulfil our statutory obligations and the provision of goods or/and services - as required by the data protection legislation, including the General Data Protection Regulation (GDPR).

Retention

This retention policy (with its schedule), is a tool used to assist us in making decisions on whether a particular document should be retained or disposed of. In addition, it takes account of the context within which the personal data is being processed and our business practices.

Decisions around retention and disposal should be taken in accordance with this policy.

Where a retention period of a specific document has expired, a review will always be carried out prior to the disposal of the document. This does not have to be time-consuming or complex. If a decision is reached to dispose of a document, careful consideration will be given to the method of disposal.

Responsibility

The directors (Gill Powell, Rianna Kilford and Anna Thompson) are responsible in keeping this retention schedule up to date, to reflect changing business needs, new legislation, changing perceptions of risk management and new priorities for our business.

The directors (Gill Powell, Rianna Kilford and Anna Thompson) are responsible for determining (in accordance with this Policy) whether to retain or dispose of specific documents.



The directors (Gill Powell, Rianna Kilford and Anna Thompson) may delegate the operational aspect of this function to the deputy manager of the setting.

The directors (Gill Powell, Rianna Kilford and Anna Thompson) should inform the deputy manager if in any doubt about minimum retention periods or if the retention of a document is necessary for a potential claim.

Disposal

We must ensure that personal data is securely disposed of when it's no longer needed. This will reduce the risk that it will become inaccurate, out of date or irrelevant.

The method of disposal should be appropriate to the nature and sensitivity of the documents concerned and includes:

- Non-Confidential records: place in waste paper bin for disposal
- Confidential records: shred documents
- Deletion of Computer Records
- Transmission of records to an external body
- Cloud storage

The table below contains the retention period that we have assigned to each type of record. This will be adhered to wherever possible, although it is recognised that there may be exceptional circumstances which require documents to be kept for either shorter or longer periods.

Exceptional circumstances should be reported to Gill Powell, Rianna Kilford or Anna Thompson without delay.

Date created: 8/5/18

This document was reviewed on 25/8/2021 by Gill Powell and checked by Rianna Kilford and Anna Thompson.

Appendix 1: Document retention schedule

Type of record	Retention period	Where is it stored?	Reason	Method of deletion
Employment records:				
PAYE records	3 years from end of fiscal year	Locked filing cabinet in Gills office or work cupboard.	Legal	Shredder, securely delete from PC



		Password protected file on desktop PC in office.		
Maternity and paternity records	and pay records	3 years from end of fiscal year	Locked filing cabinet in Gills office or work cupboard.	Legal Shredder
Medical and health records of employees		30 years after employment ceases	Locked filing cabinet in Gills office or work cupboard.	Legal Shredder
Unsuccessful candidates		6 months after last action	Locked filing cabinet in work cupboard or Gills office. Password protected file on desktop PC in office.	Reference for any future job opportunities Shredder, securely delete from PC
Accident report forms of staff		3 years from the date of which they are made.	Locked cupboard in main hall.	Legal Shredder
Employment records: redundancy, equal opportunities; health & welfare records		6 years after last action	Locked filing cabinet in Gills office or work cupboard. Password protected file on desktop PC in office.	Legal Shredder, securely delete from PC
Employees that left the business: emergency contacts and bank account details		Delete immediately after making final salary payment		
Pay & tax: pay deductions, tax forms, payroll, loans		6 years after last action	Locked filing cabinet in Gills office or work cupboard.	Legal Shredder, securely delete from PC



		Password protected file on desktop PC in office.		
Records of formal disciplinary actions in employee file	6 years after last action	Locked filing cabinet in Gills office or work cupboard. Password protected file on desktop PC in office.	Legal	Shredder, securely delete from PC
Records of formal grievances in employee file	6 years after last action	Locked filing cabinet in Gills office or work cupboard.. Password protected file on desktop PC in office.	Employment contract	Shredder, securely delete from PC
Staffs qualifications	Until the staff member leaves the setting	Locked cupboard in main hall	Legal/ Ofsted	shredder
Children's information				
Children's registration forms	Requirement- a reasonable period of time eg 3 years after the child has left the provision.	Locked cupboard in main hall	Contact information	Shredder
Children's learning diaries	If child leaves these are given to the parents. If they move to school given to teacher.	Locked cupboard in main hall	Ofsted requirement	Given to parents or teacher
Children's information forms	Requirement- a reasonable period of time eg 3 years after the child has left the provision.	Locked cupboard in main hall	Information needed incase of an emergence.	Shredder
Register	Requirement- a	Locked	Information	shredder

	reasonable period of time eg 3 years after the child has left the provision.	cupboard in main hall	needed incase of an emergence	
Administration of Medicines	Recommendation (Limitation Act 1980) - Until the child reaches the age of 21- or 24 for child protection records Normal Limitation rules (which mean an individual can claim for negligence caused personal injury up to three years after , or six years after for deliberately caused personal injury) are postponed until a child reaches 18 years old	Locked cupboard in main hall	Legal / Ofsted	Shredder
Children's accident forms	Recommendation (Limitation Act 1980) - Until the child reaches the age of 21- or 24 for child protection records Normal Limitation rules (which mean an individual can claim for negligence caused personal injury up to three years after , or six years after for deliberately caused personal injury) are	Locked filling cabinet in Gills office or work cupboard..	Legal	Shredder

	postponed until a child reaches 18 years old			
Grant funding applications	As recommended by local authority	Locked cupboard in main hall	South glous council	shredder
Child Protection				
<p>If an allegation is made against a member of staff. Maintain a clear and comprehensive summary of:</p> <ul style="list-style-type: none"> • Allegations made • Details of how these were followed up and resolved • Any action taken • Decisions reached <p>Keep in confidential personnel file and provide a copy to the individual concerned</p>	At least until the person reaches retirement age, or for 10 years , whichever is longer	Locked filling cabinet in Gills office or work cupboard..	Legal/Ofsted	Shredder
Any documents relating to a child's welfare, health and safety e.g Accident books, personal files	Until a child reaches 24 years old	Locked filling cabinet in Gills office or work cupboard..	Legal/Ofsted	shredder
Tax and Accounting Records:				
Tax returns	10 years from end of fiscal year	Locked filing cabinet in Gills office or work cupboard.. Password protected file on desktop PC	Audit	Shredder, securely delete from PC



		in office.		
Accounting & financial management information	6 years from end of fiscal year	Locked filing cabinet in Gills office or work cupboard.. Password protected file on desktop PC in office.	Audit	Shredder, securely delete from PC
Operational records:				
Complaints records	At least 3 years from date of the last record	Locked filling cabinet in Gills office or work cupboard..	Ofsted	Shredder
Fire Risk Assessments	Retain until superseded	Main Hall	Health & safety	Waste bin
Policies/Procedures	7 years	Main Hall	Health & safety, general information	Shredder
Staffs photos and key worker chart	Removed when children or staff leave	Main Hall	General information/ Ofsted	Shredder
Insurance schedules	10 years after last action	Filing cabinet in Gills office or work cupboard.	General information	shredder
Memorandum of association	Life of company	Filing cabinet in office or work cupboard.	General information	Shredder
Employer's liability insurance certificates	Life of company	Current certs on wall in main hall and filing cabinet in Gills office or work cupboard.	Legal	Shredder, securely delete from PC
Intellectual property records:				
Copyright material	50 years from	Filing cabinet	Legal	Shredder,



	expiry	in office or work cupboard.		securely delete from PC
Email records:				
Email correspondence	Archive emails after 6 months	Archive folder in email inbox	Legal	Archived in secure folder on PC

Further Guidance

- GDPR data protection policy
- GDPR Data Breach policy
- Confidentiality and data protection policy
- Learning diaries storage and transportation procedure.
- Photography, video, mobile phone
- Staff behaviour policy
- Child protection policy and procedure
- Safeguarding children



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 to children 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. We are happy for children to bring their own water bottles if they prefer to do so.

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'.

Further Guidance

- Health and Hygiene Policy and Procedure
- Covid 19 policy
- <https://www.gov.uk/government/publications/example-menus-for-early-years-settings-in-england>
- Safety rules
- Safeguarding children



Inclusion Policy

Aims

We aim to promote an inclusive environment, by welcoming every family and accepting each other's individualism. Prejudices will not be tolerated and will be dealt with according to our disciplinary procedure in the case of staff or by our behavioural management policy in the case of children.

Each child is treated as an individual with their own needs and requirements.

SENCO

Our named SENCO is Anna Thompson. Please see the SEN policies for more information.

Admission arrangements

Before any child starts at the setting the parent/carer is required to fill in a registration form, which requests information about the child's abilities and needs. Each child's needs are assessed by the preschool leader on a case by case basis and wherever possible any special arrangements put in place as appropriate. We will always try to meet the needs of the child and if this is not possible we will discuss this with you.

Partnership with parents.

The preschool is committed to working in partnership with parents and carers and aims to involve them in all aspects of the preschool.

Assessment

All children are allocated a key worker when they start at preschool. Continuous observations are made on every child and are recorded by their key worker. If any areas of concern are identified the graduated response is adopted.

Resource's and learning environment

We aim to observe children's interests on an individual basis, so we can plan and provide learning through play and socialisation, adapting where necessary for any special requirements for individuals. Children learn a great deal from every day activities and we try to encourage them to become independent learners who will always 'try' as well as being socially able people who are confident in their own ability to communicate their wants and needs as well as their opinions.

We actively encourage the children to choose what they would like to play with each day, and we have visual aids, which help the children make their decisions.



Links with support services

Preschool liaises with other settings which children may attend, this helps us and them to be kept informed of the child's individual development and can aid plans to help each child to progress further. Staff keep up to date with relevant changes to individual's progress through contact when necessary with outside agencies such as; speech therapists, physiotherapists, special educational need settings, other Preschool's, nurseries and day care settings.

Transfer the school

As the children approach their last term, Preschool and the local Primary schools share an integration process. The local teachers are invited in to our setting to meet the children who will be joining them the following term. Usually the children are also invited to meet their teachers and class mates, within the school environment. Staff work closely with schools to ensure that teachers and soon to be pupils know each other well and have confidence in each other.

Confidentiality

The Preschool operates a strict policy with regards to confidentiality. Personal information regarding children is shared on a need to know basis and parental consent is sought before sharing information with external agencies. Breaches of this policy by staff are dealt with through the Disciplinary and Grievance Procedures.

Complaints

Parents with concerns about their child or the Preschool are encouraged to discuss them in confidence with the Preschool leader. If concerns are still unresolved the complaints procedure should be adopted.

Further Guidance

- Admissions Policy
- Confidentiality Policy.
- Disciplinary and grievance policy and procedure
- Equal opportunities Policy
- Inclusion policy - disabled children
- Special Needs
- Staffing and Recruitment Policy
- Statement for Special Educational needs
- Working with disabled children
- Partnership working with parents
- Working with other professionals



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 as in our Inclusion and Equal opportunities policy. The term '**disabled children**' includes children with physical and sensory impairments, learning difficulties and people who experience mental or emotional distress. All staff comply with the Equality Act 2010.

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. At present this is Anna Thompson.

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.

Further Guidance

- Admissions Policy
- Equal opportunities Policy
- Special Needs
- Staffing and Recruitment Policy
- Statement for Special Educational needs
- Working with disabled children
- Partnership working with parents/carers policy
- Working with other professionals



Indoor and Outdoor Play and Provision policy

This policy is run in conjunction with our Safety 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.
- 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. In the coronavirus outbreak no sunscreen will be applied. Parents are asked to put all day sunscreen on their child before they come.
- 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.

Further Guidance

- Safety - Policy and Practice
- Staff Handbook
- Covid 19 Policy
- All risk assessments
- Inclusion policy
- Safeguarding children



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. *** During a Covid 19 local outbreak the policy for Covid 19 may override this policy..**

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.

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.

Further Guidance

- Arrival and Departures of Children, Staff, Parents/Carers and Visitors Policy and Procedure
 - Uncollected Child Procedure
 - Covid 19 Policy
 - Safeguarding children
 - Smoking, alcohol and drugs policy



Learning diaries storage and transportation procedure.

The following list is a guide for staff to ensure that the children's learning journeys are stored and transported in the correct way to reduce the risk of a data breach. All staff are to adhere to this procedure.

- All diaries **MUST** be stored in the locked file provided by Stepping Stones when not being worked on. This includes transportation.
- The diaries will only be worked on at the setting or staffs home and only at a time where they will not left. If for any reason you need to leave the diaries (eg a visitor arrives) the diaries need to placed back in the file and locked.
- Keys to the file need to be stored appropriately to ensure others do not have access to it.
- Diaries should not be left in vehicles overnight.
- Only the member of staff should have access to the diaries.

Further Guidance

- All data protection policies
- Staff Handbook
- Safeguarding children
- Safety rules



Lockdown Procedure

In hall

In the event of a lockdown please follow this procedure:

- The senior who is running the session to take charge
- Person closest to the doors to lock them
- Person closest to the Grab Bag and phone to collect them
- Senior staff member to confirm these have been done
- Call police
- All children to go down corridor by the toilets or into the cupboard if needed
- If in the corridor a staff member to sit next to the children to stop them going down the hall or barricade with a table
- Everyone to stay put until the police arrive and they are advised to leave.

In Garden

- The senior who is running the session to take charge
- Person closest to the gate to lock it
- Everyone to walk across pathway to new patio and enter door that way to access cupboard. Stay until the police arrive and they are advised to leave.
- Call police
- Everyone to stay put until the police arrive and they are advised to leave.

In woods

- The senior who is running the session to take charge
- Call 1,2,3 back to den
- Call police
- Everyone to stay put until the police arrive and they are advised to leave.

Bomb Scare

In the event of a bomb scare there are two case scenarios:

1 - Bomb hoax by telephone where you think it is unlikely that there is a bomb in the building

If it is unlikely that there is a bomb in the building after a brief look around we will follow the lockdown procedure. We will not evacuate the building until the police tell us that it is safe to do so.

2 - Bomb scare by telephone where you think it is likely that there is a bomb in the building.



Staff member to scan the building to look for suspicious packages. If anything suspicious is found or if we believe that there is a bomb we will evacuate and follow the fire drill procedure.

Chemical attack

Stay inside and lock all doors and windows. Pull curtains and close internal doors. Notify parents and police.

Nuclear attack

Stay inside and lock all doors and windows. Pull curtains and close internal doors. Go to the corridor if numbers allow (i.e not too many children) or middle part of room and lie face down during the blast. Stay tuned to the radio for local advice. Notify parents and police. Be prepared to stay in the building for 24 hours or until you are informed it is safe to leave.

What to Report

- When contacting the authorities, report the following:
- Your specific location, building name and office/room number
- The number of people at your specific location
- If there are injuries, the number and types of injuries
- Do you have CCTV and can this be accessed by the emergency services
- If you have seen an assailant or identified a threat
 - Location and number of suspects
 - Direction of travel
 - Their clothing and description
 - Any weapons or accessories (e.g. backpack)
 - Any unusual or threatening sounds (e.g. gunfire or explosion)

Further Guidance

- Staff Handbook
- Safety - Policy and Practice
- Safeguarding children



Lone Working Policy

STATEMENT OF INTENT

This setting recognises that there may be an increased risk to the health and safety of its employees whilst working alone. This policy sets out our approach in both identifying these risks and adequately managing them. Any questions regarding its operation should be addressed to the Owner.

AIM

This policy and its procedures aim to protect staff who are engaged in work (either outdoors or indoors) where there are no other people who could reasonably be expected to come to their immediate aid in the event of an incident or emergency.

METHODS

1. Avoid lone working wherever possible
2. Sign in and off the site
3. Carry either a mobile phone or setting telephone at all times when lone working
4. Let someone know family/relatives/colleague you are coming into work, how long you expect to be and when you are leaving
5. Comply with fire evacuation procedures and attend fire assembly points
6. Staff are required to lock themselves in the buildings when lone working
7. Staff must not arrange meetings with parents or members of the public when lone working. All meetings must be arranged during school occupancy times or when there is more than one member of staff on site for the duration of the meeting
8. Staff are required not to handle cash when lone working
9. Late meetings must finish promptly and not leave one member of staff on site
10. Staff must not approach, or let into the building, unauthorised persons when lone working
11. When lone working setting up, only light duties to be performed. e.g check lists, putting out paperwork. All heavy work must be completed when 2 people are there.
12. Lone working for setting up will be ideally for 15 minutes and for a maximum of 30 minutes.
13. When there is a lone worker due in the following morning, all heavy lifting and fetching from the barn should be done the previous afternoon.

Further Guidance

- Staff handbook
- Late collection
- Health and safety
- Manual handling
- Safety- policy and practice



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.

Further Guidance

- Staff Handbook
- Safety- policy and practice
- Behaviour management
- Safeguarding children



Medication Policy & Procedures

Statement of Intent

Stepping Stones Pre-School recognises a duty of care to take all reasonable practicable steps to provide a safe and healthy environment.

In addition Stepping Stones Pre-School's Medication policy and procedures have been developed to comply with the Statutory Framework for the Early Years Foundation Stage.

It is understood that there is a shared responsibility and accountability between staff and parents/legal guardians to implement the Medication Policy and Procedure as a matter of high priority due to the potential health and litigation risks of incorrect administration.

Definitions

Medication must be prescribed. For the purpose of this policy, prescribed is defined as "authorised by a health care professional and dispensed by a pharmacist with a printed label, which included the child's name, dosage and expiry date". An example of this would be antibiotics.

Summary of Principles

Stepping Stones Pre-School's Medication Policy reflects the following principles:

Safe principles and practices to administer medication.

Good hygiene practices.

An accurate attention to detail.

The maintenance of accurate records.

First aid training.

Open communication between staff and parents/carers, families and children.

The accountability of staff when administering medication.

The basic principles of medication administration will be adhered to at all times. The six principles are the right:

- Child
- Medication
- Dose
- Method



- Date and time
- Expiry date of the medication.

Medication will only be administered when the 'Prescribed Medication Authorisation and Administration Record' has been completed and signed by the child's parent.

Stepping Stones Pre-School reserves the right to contact a health care professional if staff are unsure about administering medication to a child, even if the parent/legal guardian has requested the medication be administered.

Ultimately, the safety and the welfare of children is given first priority by Stepping Stones Pre-School staff when administering medication.

Summary of Responsibilities

The Pre-School Supervisor (or Deputy/Senior in their absence) is responsible for:

Clearly explaining during the enrolment process, the Medication Policy and Procedure.

The Pre-School Supervisor, Deputy and all Pre-School Practitioners are responsible for:

Administering all medications appropriately at the prescribed intervals.

Advising parents that for prescribed medicines, only the child on the label may be administered the medication and only the dosage on the medication will be followed.

Ensure that all parents/legal guardians sign the Prescribed Medication Authorisation and Administration Record giving consent for staff to administer the medication and that the dosage details are recorded correctly.

Resolve any difficulties (if any) before the medication is administered by contacting the parents/legal guardians. If they cannot be contacted and the information is required urgently, staff will not administer the medication until contact has been made, keeping the welfare and safety of the child our first priority.

Ensure out of date medicines are not administered.

Cross checking with another member of staff before administering medication.

Signing the Prescribed Medication Authorisation and Administration Record form once the medication has been administered.

Contact the emergency services in an emergency.

Ensuring that parents/legal guardians deliver the medication to a staff member so it can be stored securely (in a labelled container in a locked cupboard, out of children's reach) and at the recommended temperature. Should a child minder or grandparent bring the child to Pre-School, then we must have written authorisation from the parents/legal guardians giving their consent for the medication to be administered and the dosage required. If written consent is not present with the medication, keeping the welfare of the child in mind a staff member will contact the parents/legal guardians by telephone and produce a written record of the conversation to go with the form.



Monitor the child following the administration of the medication for any adverse reactions.

All parents/legal guardians are responsible for:

Signing on enrolment, written permission to allow Pre-School Staff to administer emergency first aid.

Notifying the Supervisor on enrolment of any long term medical conditions such as allergies, asthma, diabetes or epilepsy where medication is required, either intermittently or on a continuous basis.

For a child with long term medical needs that requires more technical and medical knowledge, training will be provided for staff from a qualified health professional before the child starts Stepping Stones Pre-School.

Signing the Prescribed Medication Authorisation and Administration Record form as required. Staff cannot administer medication without the written permission and signature of the parent/legal guardian.

Ensure all medications are handed to a member of staff for safe storage. It is vital that medication is NOT stored in the child's bags.

Ensuring the child's medication is clearly labelled with the prescribed information (dosage etc), is in its original packaging, and includes the child's name and date of issue.

Prescribed medication that does not bear the child's name will not be given.

To provide written advice from a Doctor or registered complimentary practitioner of herbal preparations that are to be administered.

Excluding their children from Pre-School for the first 48 hours after commencing a course of antibiotics. If a repeat course of antibiotics, including a different antibiotic, the child is not excluded providing they are coping with the daily routine.

Ensuring that the full course of medication is completed even when the symptoms disappear.

Authorisation to give medication:

Staff must always have parental/guardianship authority to administer medication to a child. This is given on the day via the signed Prescribed Medication Authorisation and Administration Record form or written consent from the parent/legal guardian if they are not present when dropping off the child. This form is kept in the Medication Day File located in the office in the lockable cupboard next to the medication box. Once completed the form is filed away in the lockable filing cabinet in the office.

The Prescribed Medication Authorisation and Administration Record form includes the following details:



Name of the child who requires the medication.

Name of the child's doctor.

Child's parent/legal guardian signature.

Name of medication.

Dose required.

Method of administration.

Time of administration.

Expiry date of medication.

Special instructions i.e. an hour before a meal.

Instructions for storage.

Why the medication is being prescribed.

Is the medication prescribed or non-prescribed.

Administer medication to a child

Parents/legal guardians are to hand medication to a staff member for safe storage.

Parents are to sign the Prescribed Medication Authorisation and Administration Record form to give consent and when it's been completed.

The Supervisor (or Deputy/Senior in their absence) is to verify the form has been completed and resolve any discrepancy before the medication is administered.

Before the medication is administered, ensuring the six principles of the medication administration are adhered to at all times. They are the correct:

- Child
- Medication
- Dose
- Method
- Date and time
- Use of the expiry date of the medication

Staff are to be witnessed by another staff member when administering medication to a child, and to ensure that the witness signs the Prescribed Medication Authorisation and Administration Record form.

Hygiene Practices

Staff must wash their hands before administering medication, and maintain a clean and hygienic environment before and after medication is administered.

Monitoring after the administration of medication

Children will be monitored after the administration of medication in case of an adverse reaction.

Storage and disposal of medication



Parents must deliver medication to a staff member so it can be stored securely (out of children's reach and in a sealed, labelled container, in a lockable cupboard or fridge at night and in the kitchen out of reach during the session) and at the recommended temperature.

All prescribed medicine must have the child's name clearly on the label and be in its original packaging.

All medicines will be returned to the parent/legal guardian once completed (except in the case of emergency medicines).

Communicating with staff and families

Pre-School staff will communicate with families and each other about the administration of medication to a child through the Prescribed Medication Authorisation and Administration Record form. In addition they will exchange information verbally and on the telephone and this information will be documented and attached to the form. Any spill, reaction or refusal to take medication will also be recorded on the form.

All documentation is filed in a lockable cupboard/filing cabinet due to the confidential nature of the information given.

Prolonged use of medication

If staff are concerned that a child is over-using medication, parents will be asked to get written confirmation from their Doctor that the medicine is necessary.

Further Guidance

- Administration of medication
- Child sickness policy
- Safeguarding children
- First aid policy and procedure
- Health and hygiene policy and procedure
- All data protection policies



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 Session Manager will be informed immediately. They will make a careful check of all the children present to confirm who is missing.
2. The Session 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. The Session Manager should inform the owner Gill Powell.
5. If the search is unsuccessful and the child is still missing, the Session Manager must contact the police on 999 and the parent/carer of the missing child.
6. 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
7. The search for the child will continue after calling the police.
8. The Session 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.

Further Guidance

- Safeguarding children
- Safety - Policy and Practice
- Off site/ Trips Policy



- Lost Child in woods
- Policy for staffing arrangements
- Woods risk assessment



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 forms 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

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...'

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.

Further Guidance

- Safeguarding children
- Safety - Policy and Practice
- Missing Child Policy and Procedure
- Lost Child in woods

- First aid policy and procedure



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. *** During a Covid 19 local outbreak the policy for Covid 19 will override this policy with regards to inviting parents into the setting. .**

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.

Further Guidance

- Parents complaints procedure
- All Data protection policies and procedures
- Learning Journey storage and transportation Policy.
- Covid 19 policy.
- Contingency staffing policy
- Staff behaviour policy



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
- Only managers will share/edit/uploads photographs.

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 or the owners 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 Stoness 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



Further Guidance

- Safeguarding children Policy
- Partnership with parents/carers policy
- Grievance and Whistle Blowing Policy
- Confidentiality and Data Protection Policy
- Data Protection Policy - New GDPR
- Data Retention Policy -New GDPR
- Safety - Policy and Practice
- Staff behaviour policy

The National Cyber Security Centre (NCSC) has published helpful guidance on cyber security:

<https://www.ncsc.gov.uk/guidance/early-years-practitioners-using-cyber-security-to-protect-your-settings>



Policy for staffing arrangements

The deployment for staff working with the children will work on ratios set for each age group . *** During Covid 19 pandemic in emergency situations we can use a different ratio and different staff qualifications as per guidance from the Government.**

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. According the EYFS Statutory Guidance 2021 exceptions to ratios may be made exceptionally and where the quality of care and safety to children is maintained.

Further Guidance

- Safety - Policy and Practice
- Staff Handbook
- Contingency staffing policy
- Safeguarding children policy



Providing references policy

It is the policy of Stepping Stones to provide references regarding the employment of current or former members of staff as in our Safeguarding Policy.

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.

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.

Further Guidance

- Safeguarding children Policy
- Confidentiality and Data Protection Policy
- Child Protection Policy and Procedure
- Data Protection Policy - New GDPR
- Data Retention Policy -New GDPR
- Safety - Policy and Practice
- Staffing and Recruitment Policy



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
- Safeguarding children and protecting professionals in early years settings: online safety consideration -
<http://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations>
- Keeping children safe in education- September 2022



http://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf

Further Guidance

- Attendance policy
- Child Protection Policy and Procedure
- Confidentiality and Data Protection Policy
- Data Breach Policy
- Data Protection Policy - New GDPR
- Data Retention Policy -New GDPR
- Grievance and Whistle Blowing Policy
-
- Indoor and Outdoor Play and Provision Policy
- Learning Journey storage and transportation Policy.
- Lost child in woods policy
- Medication Policy and Procedure
- Partnership with parents/carers policy
- Providing References Policy
- Photography, video, mobile phone policy
- Policy for staffing arrangements
- Safety - Policy and Practice
- Serious Accident and Emergency Policy
- Sun cream (usage) Policy
- Staff Handbook
- Woods Policy
- All Risk assessments
- Contingency staffing policy
- Staff behaviour

These are the main policies and procedures that link to the Safeguarding policy. However, all policies should be used in conjunction with the safeguarding policy if required.



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 by the hall committee and staff know how to use them.(see fire policy)
- Whenever children are in the premises at least two adults are present. The only exception to this is if a member of staff has a child and they are there working first or leaving last.
- 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.

Update to safety policy and practice, with regards to coronavirus

- Children will be outside as often as possible, if the weather is fine and warm only going inside to use the toilet.
- Children will be supervised when walking from garden to patio and regularly reminded that the ground is uneven.
- A strict cleaning schedule has been put in place.
- If needed toys will be rotated on a four-day colour-coded system. Staff only use toys and equipment allocated to that days colour. This avoids any cross contamination and gives toys/equipment over 72 hours to quarantine. This will be bought in in extreme circumstances.
- All staff follow the Covid 19/coronavirus policy.

Further Guidance

- All risk assessments
- All Checks - Hall, Garden, Patio and Woods
- Staff Handbook
- Accident Policy and procedure
- First aid Policy and Procedure
- Safeguarding Children Policy
- Equal Opportunities
- Fire Policy
- First aid Policy and Procedure
- Indoor and Outdoor Play and Provision Policy
- Medication Policy and Procedure
- Smoking, Alcohol and drugs policy
- Staff behaviour policy
- Sun protection and heatwave policy
- contingency staffing policy



Safety rules

It is the responsibility of all staff to ensure children are safe. If anyone notices something that another staff member has overlooked it is their duty to remind them and the responsibility of the person being reminded to accept this is done to keep the children safe and not personal.

Toys must be suitable for age range -no small pieces in main hall

If a toy is aged at 3 and over it should be used in train room, which is the designated area for children aged 3 and over. If you want to use something not within the correct age range or without an age range it should be used with an adult present at all times and risk assessed if small. If the adult is in staff ratio and likely to be called away from activity the activity **MUST** be put out of reach of the children.

All area checks must be thorough

If uncertain of suitability of toys use choke tube

Staff need to ensure that they supervise children at all times. Children should always be in sight. This means distributing themselves around the setting to ensure all areas are visible.

Unqualified staff must never be left in main hall or garden alone with children. Staff without first Aid should always be in shouting distance of another staff with First Aid.

When preparing fruit staff must peel apples and cut all grapes lengthways.

Staff must adhere to all policies and procedures at all times.

No hot drinks are allowed in the hall, these should be kept in the kitchen.

Staff must ensure that all cleaning product especially anti bacterial spray is stored out of reach of children at all time.

Staff need to make sure tables are dry before allowing children to sit at them.

Whenever children are in the premises at least two adults are present.

The key on the tree must be bought in before the children arrive and put back when all the children have left the premises. (while the session is running it is put on the patio on top of the shelf)



Garden rules

Garden/woods/patiol checks must be thorough

All staff to remain vigilant in all areas including hall, garden and woods. Counting heads should be a priority in the woods so you know that all children are safe.

Field only to be used if at least 3 staff present and must be cordoned off with tape.

You must always be within shouting distance of another member of staff. This means when free-flowing staff must be spread out., If there are only two members of staff they must go out into the garden together and should only leave the garden to take the children to the toilet. Preferentially this should be done via the patio.

Staff need to ensure that they supervise children at all times. . Children should always be in sight. This means distributing themselves around the setting to ensure all areas are visible.

No hot drinks are allowed in reach of the children. They should be placed on the table outside of the garden area. Staff must not walk around with hot drinks.

Unqualified staff must never be left in the garden alone with children. Staff without first Aid should always be in shouting distance of another staff with First Aid.

All staff need to remember rules on standing by fence to make sure all areas of visible.

Make sure you always do a headcount and check the toilets and hall thoroughly before shutting the hall door. If a child is sleeping in the hall an adult must remain inside with them or stood on the door with them in sight.

Small patio to be checked before closing the gate if gate is to be closed.

You must not go in the garden before the garden check is done

In the summer you must make sure suntan cream and hats are used.

Slides

Large slide - someone **must** be in the fenced off area with slide whenever it is used. Children should be supervised vigilantly.

Small slide - . Staff member **must** stand by slide and children should be supervised vigilantly.



Further guidance

- All risk assessments
- All Checks - Hall, Garden, Patio and Woods
- Staff Handbook
- Accident Policy and procedure
- First aid Policy and Procedure
- Safeguarding Children Policy
- Equal Opportunities
- Fire Policy
- First aid Policy and Procedure
- Indoor and Outdoor Play and Provision Policy
- Medication Policy and Procedure
- Smoking, Alcohol and drugs policy
- Staff behaviour policy
- Safety policy and procedures
- Contingency staffing policy



SELF HARM POLICY

Purpose

In keeping with the Stepping Stone's values, vision and aims, this policy aims to address the issue of self-harm, including:

- How to deal with children who self-harm and how to offer support in the short and long term. To offer support depending upon the individual needs of the child.
- To help children improve their self-esteem and emotional literacy.
- How to support staff who come into contact with children who self-harm.
- How to prevent self-harm from spreading within the pre-school.
- To have clear guidelines for staff - who needs to be informed, when do parents and external agencies need to be contacted.
- Education about self-harm for children and staff.

What is Self-Harm?

- Self-harm is when someone deliberately hurts or injures themselves.
- It is a continuum ranging from a behaviour which has strong suicidal intent to behaviour which is part of a coping mechanism.
- It can be used to describe cutting, scratching, burning, taking overdoses, punching oneself, substance abuse, self poisoning, unsafe sex etc.

Common Problems Preceding Self-Harm

- Difficulties with parents / boy or girlfriends / siblings / friends.
- School problems / bullying
- Mental health issues e.g. depression, eating disorders.
- Low self esteem
- Sexual problems
- Physical ill health
- Alcohol / drug abuse
- Physical / sexual abuse

Possible Reasons / Motives Underlying Self-Harm

- To die
- To escape from unbearable distress
- To change the behaviour of others
- To show desperation to others
- To get back at other people or make them feel guilty
- To relieve tension
- To seek help



Roles and Responsibilities

Leader/Owner

- Appoint a designated person to be responsible for self-harm issues. This will be the safe guarding officer (Gill Powell/ Rianna Kilford).
- Ensure that the designated staff member receives appropriate training about self-harm.
- Ensure that the self-harm policy/procedure is followed by all members of staff
- Ensure that self-harm education/awareness is in the pre-school curriculum, e.g. assemblies and that such awareness does not promote or stigmatise self-harm
- Consider provisions for children who do self-harm, e.g. long sleeved clothes and time out cards when a child is experiencing distress.

Staff

- Listen to children who are experiencing emotional distress in a calm and non-judgemental way.
- Report the self-harm incident to the designated staff member immediately.
- Do not make promises e.g. assuring confidentiality which cannot be kept. Reassure the child that in order to receive help and find more helpful ways to cope with problems others may need to know.
- Guide the child towards wanting to make positive changes.
- Promote problem-solving techniques and non-harmful ways to deal with emotional distress.
- Provide accurate information about self-harming and awareness about associated mental health problems.
- Be aware of health and safety issues such as first aid if the incident has occurred in pre-school.

The Designated Staff Member

- Keep accurate records of incidents of self-harm and concerns.
- Liaise with local services about help available for young people who self-harm.
- Keep up-to-date information about self-harm, e.g. info leaflets
- Liaise with the child's keyworker
- Contact the parents at the appropriate time. Involve the child in this process. Inform the parent about the appropriate help and support that is available for their child.
- Monitor the child's progress, e.g. school work, general presentation, following the incident.
- Know when to seek help to deal with their own feelings and distress.

Children Will Be Expected To:

- Not display open wounds/injuries. These must be dressed appropriately.
- Talk to the appropriate staff member if they are in emotional distress.
- Alert a staff member if they suspect another child of being suicidal or at serious risk of harm to themselves, and know when confidentiality must be broken.



Parents Will Be Encouraged To:

- Endorse the pre-schools approach to dealing with self-harm and education/awareness raising.
- Work in partnership with the pre-school
- Seek professional help offered by the pre-school and outside agencies

Procedure to be followed when a Child Self-harms

Raises concerns with designated person

Designated person completes incident form

Designated person informs parents

Designated person provides support to parents

Designated person puts support in place at pre-school

Designated person provides advice to other staff working with the child

Monitor and review progress, gain professional advice if required

Further information

ChildLine - provides a free national helpline for young people, free confidential advice on a range of problems: 0800 1111

LifeSIGNS (Self Injury Guidance and Network Support) - An online, user-lead voluntary organisation to raise awareness about self-injury and provide information and support to people of all ages affected by self-injury.

National Self-harm Network - UK charity offering support, advice and advocacy services to people affected by self harm directly or in a care role.

YoungMinds - provides information and advice on child mental health issues and a Parents Helpline 0800 802 5544.

NHS Direct - a helpline with health advice provided provided by NHS nurses:

Samaritans - a telephone helpline and email service for anyone who is feeling upset, worried or suicidal: 0845 790 9090 email: jo@samaritans.org

- Child protection policy
- Safeguarding policy
- Supporting Staff policy
- Working in partnerships with other professionals policy
- Serious accident and emergency procedure
- Staff sickness Policy
- Confidentiality policy



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

Further Guidance

- First aid Policy and Procedure
- Medication Policy and Procedure
- Staff Handbook
- Safety - Policy and Practice
- Accident Policy and procedure
- New GDPR data retention
- New GDPR data protection



Smoking, Alcohol and Drugs Policy

Smoking

Smoking or vaping 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 not permitted to bring alcohol onto the setting's premises unless for a gift or raffle.

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 (Gill Powell) and the designated Child Protection Officer (Rianna Kilford), 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.

Further Guidance

- Child Protection Policy and Procedure
- Safeguarding children
- Safety - Policy and Practice
- Staff Handbook
- Staff behaviour



Special Educational 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 our designated Early Intervention Officer (EIO), 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 Anna Thompson.
- 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

Further Guidance

- Inclusion Policy
- Equal opportunities Policy
- Staffing and Recruitment Policy
- Statement for Special Educational needs
- Working with disabled children
- Contingency staffing policy
- Safeguarding children
- Partnership working with parents/careers



Staff Behaviour Policy

The purpose of this policy is to provide a Code of Conduct framework for safe professional practice and effective partnerships between staff, management and parents/carers.

The Code of Conduct applies to all staff, bank staff and volunteers working with pupils on and off-site and requires that these adults will

- place the welfare of children as their first and paramount consideration;
- accept responsibility for their own actions and behaviour and avoid any conduct that might lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- make a record of any incident and promptly consult their line manager;
- apply the same professional standards, regardless of gender, race or sexual orientation;
- be aware of the name of the designated person with responsibility for safeguarding children and understand their responsibilities under the safeguarding / child protection policy;
- understand that any breaches in the law or professional expectations might lead to criminal or disciplinary action and barring.
- understand their responsibilities to report the unprofessional conduct of other adults working in or on behalf of the pre school.

Confidentiality

- Separate policy in place

Behaviour

- Staff have a responsibility to maintain public confidence and must uphold high standards of personal conduct to do so; both within and outside of their work setting
- Staff must not do or say anything that might bring the Preschool into disrepute



Gifts

- Whilst there may be occasions when parents or pupils may wish to give a small token of appreciation to staff at festivities or the end of an academic year, for example, it is unacceptable to receive gifts on a regular basis.
- Personal gifts should not be given by staff to pupils and any reward to a child should be consistent with the school's behaviour policy, recorded and not based upon favouritism
- If unsure of whether to accept a gift please refer to the management
- Not to judge on gifts received or quantity that may be given to other key persons.

Social contact

- Staff should not establish or seek to establish any social contact with a pupil or their parents/carers.
- Unplanned or other social contact that happens outside of the pre school setting should be reported to the management.
- Staff should not give their personal telephone numbers or email addresses to parents
- No member of staff will enter into extra or private tuition or childcare arrangements with parents without the permission of the management.
- Staff should notify the managers of any existing or previous family or social relationship with a parent/carer.

Physical contact

- When physical contact is made with children, it should be in response to their needs at that time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background.
- Physical contact should never be secretive, for the gratification of the adult or represent a misuse of authority.
- Extra caution should be exercised where a child is known to have suffered previous abuse or neglect. Such experiences may sometimes make a child exceptionally needy and demanding of physical contact and staff should respond sensitively by deterring



the child through helping them to understand the importance of personal boundaries.

- Any extreme attention-seeking or behaviour by pupils that makes staff feel uncomfortable should be reported to a manager
- Children are entitled to respect and privacy whilst personal care is being taken place.(See intimidate care policy)

Children in distress

- On those occasions when a child may be in distress and in need of comfort and reassurance, staff should ensure that they remain self-aware at all times and that their contact with the pupil is not open to misunderstanding.
- Staff should not comfort a child alone in a room with no other staff vigilant.

Care, control and physical intervention

- The preschool is committed to the use of positive behaviour management and staff will not use any form of physical punishment, threats, sarcasm or demeaning comments to deal with unacceptable behaviour.
- When children need to be restrained for their own protection or the protection of others, this must only be undertaken in accordance with the Behaviour Management Policy (see separate policy)
- Any such incidents and physical interventions will be recorded and reported to parents / carers

One to one situations

- Staff working individually with children should recognise the potential vulnerability of children and adults in such situations and ensure that they manage these situations with regard for the safety of both the child and themselves.
- Individual work with pupils should not be undertaken in isolated areas or rooms where there is no external visual access. Where it is necessary to close doors for reasons of confidentiality, a colleague should be made aware of this and asked to remain vigilant.
- In general, staff will not be expected to transport or accompany children off-site on their own.



· All first aid will be administered only by suitably trained and accredited staff except in an emergency where the illness or injury is such that to delay assistance might cause harm to the child.

· Children who require any form of intimate care are entitled to privacy, dignity and safety. Children with on-going health problems will be treated in accordance with any Health Care Plan that has been agreed with the parent and the Health Professional and only by those who have been authorised to do so by the management.

Mobile Phones, and any other image capturing device and Social Media

· Staff must follow the Photography, video, mobile phone policy which includes social networking.

Whistle-blowing

· Please see separate policy

Keeping children safe

- Please see Safety Policy, staff handbook and Safety rules.

Further guidance

- Confidentiality policy
- GDPR - all policies
- Photography, video and mobile phone policy
- Whistle blowing policy
- Grievance policy and procedure
- Disciplinary policy and procedure
- Safety policy
- Safety rules
- Staff handbook

Amended Sept 2022



Staff Sickness & Absence Policy

Policy statement

Stepping Stones Pre-school recognises that employees may be absent from the Pre-school for a variety of reasons. To ensure that all staff are treated in a consistent and equitable manner, this document provides the framework for dealing with such circumstances.

Absence: whether due to illness or any other circumstance is defined (for the purpose of this document) as the nonattendance of workers when they are contracted to attend.

Procedures

- ♣ Any sickness/absence should be reported to the person running that session as early as possible by telephoning using her personal mobile (all staff should take a note of this) giving a clear indication of the nature of the illness / absence and a likely return date.
- ♣ The person leading the session to report any to Gill as early as possible. The session Manager is required to make every effort to ensure cover for the Pre-school.
- ♣ Any sickness absence of less than seven (7) days requires an employee to complete a self certification available from any Doctor's Surgery or see the Employee Handbook.
- ♣ Sickness absence which exceeds seven (7) days requires an employee to obtain a "Fit Note" from their GP.
- ♣ A 'Return to Work' Interview with one of the management team will take place after a period of absence of more than 1 month. This is to establish the reason for and cause of the absence, to consider whether there is anything the Pre-school can do to help and to confirm that the employee is fit to return to work.
- ♣ A more formal review will be triggered by frequent short-term absences; e.g. three periods of absence in a six month period; or after any long term absence.
- ♣ Absences of one to three days will be considered as 'short term absences'.
- ♣ Absences of four days or more will be considered as 'long term absences'.
- ♣ If an explanation for absence is not forthcoming or considered to be unsatisfactory, disciplinary procedures will apply.



♣ All records relating to staff absence/sickness will be stored confidentially and securely.

Sick Pay

♣ Normal statutory sick pay applies. Please refer to your individual Statement of Terms of Employment and the Employee Handbook for more information.

Maternity

♣ Absence relating to pregnancy will be recorded separately from sickness records. Employees are entitled to reasonable time-off pay to attend antenatal clinics. Statutory Maternity Pay will apply as appropriate. Staff should endeavour to make routine appointments outside of work time where possible.

Disability

♣ Absence relating to disability will be recorded separately from sickness records. We work within the Framework of the Equality Act 2010 to ensure an inclusive and anti-discriminatory approach.

Time off for Dependants

♣ In emergencies where normal childcare arrangements break down or where an employee is primarily or solely responsible for a child, dependent relative or partner who becomes ill or incapable, then an employee can request up to two days leave to organise appropriate care. This leave will be unpaid and the request should be made to the management team.

Time off for Medical Appointments

♣ Where possible, appointments for Doctor, Dentist, Optician, Hospital etc. should be made outside of normal working hours. Please refer to the Employee Handbook for more information.

Bereavement / Compassionate Leave

♣ You are entitled to take paid compassionate leave in the event of serious illness or death of a member of your immediate family of up to 2 weeks.

♣ We may exercise discretion to grant paid compassionate leave in respect of any other relative or close friend, depending of the circumstances of each case.



♣ If you are unable to return to work following a period of compassionate leave you should contact the Pre-school Manager. We understand that each case is different and some people may need more time than others. It may be appropriate to take a period of annual leave or unpaid leave in those circumstances.

♣ We recognise that it may not always be possible to request compassionate leave in advance. However, where it is possible, you should make a request to the Pre-school Manager. You should tell them the reasons for your request and the number of days leave you would like to take.

♣ Where it is not possible to request leave in advance, you should contact one of the management team as soon as possible to tell them the reason for your absence and the number of days you expect to be absent. Someone can do this on your behalf.

Annual Leave / Holiday Entitlement

♣ Please refer to your Statement of Terms of Employment and to the Employee Handbook.

♣ For further guidance on all matters relating to sickness and absence, including your rights as an employee and the relative legislation please refer to guidance found at www.acas.org.uk and/or www.direct.gov.uk. These sites were also used as a point of reference/guidance in the process of creating this document.

Further guidance

- Your contract
- Staff Handbook
- Disciplinary Procedure and Grievances Procedure
- Staffing Policy
- Equal opportunity Policy
- GDPR data protection policy



Staffing & Recruitment Policy

Statement of Intent

Stepping Stones at Elberton LTD Pre-School provides a staffing ratio that is well within the requirements of the EYFS Welfare Requirements. This ensures that the children in our care have sufficient individual attention and to guarantee care and education is of a high quality. Our Staff are appropriately qualified and we carry out checks for criminal and other records through the Disclosure and barring service (DBS) in accordance with statutory requirements.

Staffing

All staff have Enhanced DBS's in line with EYFS Legal Requirements and are encouraged to apply for the update service.

- Staff who are awaiting confirmation of their DBS checks are not allowed unsupervised contact with the children.
- we aim to use the following ratios, 1:4 with 2-3 year olds and 1:8 for 3-5 year olds.

We will always have a manager or deputy manager running the session. The deputy is 'capable and qualified' and will have the necessary skills and knowledge to deputise. A deputy does not have to have any specific qualification.

All staff have approved qualifications if stated qualified.

- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, achievements and any difficulties that may arise.
- All staff have contracts which set out their roles and responsibilities at the Pre-School.
- All staff are expected to adhere strictly to the Pre-School's Policies & Procedures.
 - All staff are given a staff handbook to read prior to starting.
- In the event of illness, staff must notify the Supervisor by telephone a minimum of 1 hour before their shift begins of their absence so that staffing cover can be arranged.
- Staff are expected to undertake training and development courses to enhance their CPD and to ensure a high level of education is provided.



Staff appraisals are carried out once a year to identify the training needs of the staff.

- Staff are expected to conduct themselves in a professional, courteous, helpful and warm manner at all times.
- Staff induction training will take place in the first week of employment. This induction includes Health & Safety, Safeguarding, confidentiality and Mobile Phone Policies; all other policies will be introduced during the first month of employment.
- Smoking, drinking or use of drugs on the Pre-School site is strictly forbidden and any employee found to be contravening this, may be subject to instant dismissal.
- In the event of a staff grievance, the staff member should raise the issue with the Supervisor. The manager/director will then be responsible for investigating the grievance and the Complaints & Concerns Procedure and Safeguarding Policy will be followed (if applicable).

Recruitment

- A vacancy will be advertised on the South Glos early years vacancy bulletin, facebook, in the local press (in view) and in local shops with advertising space.
- The Pre-School is committed to recruiting, appointing and employing staff in accordance with all current employment and relevant legislation.
- We work towards equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation.
- Candidates will be asked to bring original identification paperwork to interview (birth certificate/passport/driving license). Copies will be made, verified and kept on file.
- When a position is offered, written references will be required if not supplied at interview.
- New staff will be given a 3 month probationary period, a meeting will be held with the Supervisor after 3 months to discuss progress.

Applicants will be made aware that they will be expected to declare all convictions, cautions, court orders and warnings that may affect their suitability to work with children.



- If the applicant is applying for a Supervisor/Manager's vacancy, they must have a minimum of two years experience working in an early years setting or two years suitable experience.

Student & Volunteers

- The Pre-School believes that student and volunteer placement is a valuable opportunity for potential childcare professionals. However, the needs of the children are paramount and therefore the number of students and volunteers may be restricted on occasions.
- Students and volunteers will not be left alone with the children at any time, including toileting.
- They must adhere to the Pre-School's Policies and Procedures and adopt a professional manner.
- Volunteers will be given full information and guidance on their roles and responsibilities.

Further Guidance

- Staff Handbook
- All Data protection policies
- Appraisal of Staff
- Equal Opportunities
- Policy for staffing arrangements
- Providing References Policy
- Safety -Policy and practice
- Safeguarding children



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: Anna Thompson. 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. Anna has attended training on Social Communication difficulties as well as several Autism training courses through the Autism Education Trust. We will seek advice and information in relation to individual children attending our setting.

Facilities

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 Early years 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 appropri-



ate to prepare an Individual SEN 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 SEN Plan, to discuss progress, the child's achievements and future plans.

0-25 service Education

If in spite of the Individual SEN Plan provided by Stepping Stones additional help is needed to enable to the child to progress, we will seek advice from other agencies with the parents/carers permission. This will be the 0-25 service education team and the professional(s) will be asked to support us in writing Individual SEN Plan targets for the child. In some cases a child will already have other agencies involved when starting at the setting and will already be in the 0-25 service education system..

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

The SENDCO keeps a record of children with Individual SEN Plans, those under the 0-25 team 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 SEN Plans 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.

Further Guidance

- Inclusion Policy
- Equal opportunities Policy
- Special Needs
- Staffing and Recruitment Policy
- Statement for Special Educational needs
- Working with disabled children
-



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.

Further Guidance

- Child Protection Policy and Procedure
- Safeguarding children
- Safety - Policy and Practice
- Staff Handbook
- Covid 19 Policy
- Sun protection and heatwave policy



Sun Protection & Heatwave Policy

Stepping Stones recognises that children have sensitive skin which can be easily damaged by the sun's UV rays. We also recognise the valuable experiences the outdoor environment has to offer children. As a result we work as a team to ensure children remain safe in the sun whilst accessing the outdoor area.

Protection

We operate a free flow policy as often as possible. This ensures children have the choice of playing either indoors or outdoors throughout the majority of the day and activities are provided to engage children and enhance their learning experiences in both environments.

We are lucky that we have so much natural shade and activities are provided under these shaded areas to encourage children to spend time there. Seating is provided under the trees so children enjoy quiet times outdoors.

Children are asked to wear hats whilst outdoors throughout the summer

Parents are asked to provide sun cream with a high sun protection factor for their child, preferably one that lasts all day long which can be applied in the morning by the parent/carer before they arrive for their session. Please see sun cream policy.

We ensure staff are aware of the importance of protecting children from harmful UV rays and staff regularly talk to children about sun safety.

Drinking water is always available whilst in the garden.

We use the woods where it is shady, on 2/3 afternoons.

Heatwave Plan

Young children are considered high risk in heatwave conditions.

Children's susceptibility to high temperatures varies -

- Those who are overweight or who are taking medication may be at increased risk of adverse effects;
- Children under four years of age are at increased risk because young children produce more metabolic heat, have a decreased ability to sweat and have core temperatures that rise faster during dehydration;



- Some children with disabilities or complex health needs may be more susceptible to temperature extremes.

Ways we keep children safe in a heat wave:

- We encourage children to drink extra water;
- We ask parents to dress children for the weather
- We apply and reapply sun cream regularly through the day if the child does not have all day cream on. ;
- On very hot days, we do not encourage children to take part in vigorous physical activity;
- We ventilate rooms as much as possible and use fans to keep children cool. We draw the curtains to block the sun where possible;
- We turn off electrical equipment when not in use as they generate heat;
- We keep children cool by providing water play or cooling their necks with a damp flannel;
- When playing outside, the children stay in the shade as much as possible.

In exceptionally hot weather we will follow local Government guidance and our own knowledge of our setting to decide whether to:-

- A) Open as usual
- B) Shut at lunch time
- C) Shut completely

Actions to take if heat stress or heat exhaustion is suspected:

Look out for signs of heat stress and heat exhaustion.

Heat stress - children suffering from heat stress will show general signs of discomfort (including those listed below for heat exhaustion). These signs will worsen with physical activity or if left untreated and can lead to heat exhaustion or heat stroke.

Heat exhaustion - signs of heat exhaustion include -

- Irritability
- Fatigue
- Dizziness
- Headache



- Nausea
- Hot, red and dry skin

Heatstroke - sweating is an essential means of cooling and once this stops a child is at serious risk of developing heatstroke. Heatstroke can develop if heat exhaustion or heat stress is left untreated, but it can also occur suddenly and without warning.

Reducing body temperature

The following steps to reduce body temperature should be taken at once:

- Move the child to as cool room as possible;
- Sponge the child with cool, (not cold) water and, if available, place cold packs around the neck and in the armpits;
- Place the child near a fan.

If a child shows signs of confusion, follow the steps above. If a child loses consciousness, place the child in the recovery position and follow the steps above. In both cases, call 999 for emergency medical assistance.

- Safeguarding children
- Sun cream policy
- Safety - Policy and Practice
- Staff Handbook



Supporting staff policy

At Stepping Stones we aim to have a happy and content workforce where every member of the team is valued and everyone's ideas are equally explored.

Obviously at times things do not run as smoothly as we would wish due to workload, conflicting personalities, input home life has on work etc.

How we support staff:-

Workload

If a staff member feels overwhelmed by their workload we suggest they take this up with the line manager. We can help in a number of ways.

Put an extra member of staff on during the session to ease the load

The manager will come in to conduct observations on their key children.

One of the senior staff will help with any paperwork that they are struggling with.

Assessment/bullying/discrimination

At Stepping Stones we work to the staff handbook which agrees a code of conduct with other team members. Any issues of harassment, bullying or discrimination will be dealt with immediately in line with our equal opportunities and staffing policies.

Support for new staff

- when a new staff member starts at stepping stones we now have a mentoring system where they will be allocated a mentor to help them settle in.
- They will be given a comprehensive induction by their line manager.

Ongoing support

Supervisions - regular supervisions give time to discuss anything the staff member wishes to do so with their line manager.

Whatsapp group - any staff member can join the Whatsapp group where all staff regularly discuss work and home life sharing ideas and comments. This can be invaluable if someone has had a hard session.

Nights out and training sessions at times when the staff get together for teambuilding. All staff are invited to these.



Further Guidance

- Appraisal of Staff policy
- Equal Opportunities policy
- Grievance policy
- Staffing and Recruitment Policy
- Staff Handbook
- Supervision guidance



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

Further Guidance

- Equal Opportunities
- Partnership with parents/carers policy
- Confidentiality and data protection policy
- Working with other professionals



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. 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 (Art) Tel: Mon-Fri 9am-5pm- 01454 866000, out of hours - 01454 615165 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:

Director - Gillian Powell

Tel: 07853173221

Director- Rianna Kilford

Tel: 07800734251

Director Anna Thompson

Tel: 07974161871



Avon & Somerset Police 101
(non-emergency calls)

Ofsted 0300 123 1231

Further Guidance

- Attendance policy
- Child Protection Policy and Procedure
- Safeguarding children
- Safety - Policy and Practice
- Staff Handbook



Whistle blowing and grievance 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 grievance procedure.

Whistle Blowing Policy and Procedure in conjuncture with safeguarding policy

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 Rianna or Gill
- If the concern involves Rianna or if 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.
- Anyone who has concerns about a person working with children should discuss these with Gill or Rianna as the designated Safeguarding officers. If it is thought the above criteria may be met they must contact the LADO (01454 868508 LADO@southglos.gov.uk) within 1 working day and if requested complete a LADO Referral form.

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

LADO - 01454 868508 LADO@southglos.gov.uk

Further Guidance

- Child Protection Policy and Procedure
- Disciplinary Policy and Procedure
- Safeguarding children
- Grievance Policy and procedure



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.

Further Guidance

- Inclusion Policy
- Equal opportunities Policy
- Special Needs
- Staffing and Recruitment Policy
- Statement for Special Educational needs
- Working with disabled children
- Safeguarding children



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.
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Woodland Session

The woods sessions are very popular so we have to prioritise. This is done by:-

- Child's age
- Hours they attend
- Children who are already attending the setting.

The ratio for the Woods is at least 1:4 for 2 year olds and at least 1:8 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 16.

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.

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.

Once back children are counted in the patio area before entering the hall.

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 in line with our Safeguarding Policy

- 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.

Further Guidance

- Woods risk assessment
- Admissions policy
- Child Protection Policy and Procedure
- Equal Opportunities
- Health and Hygiene Policy and Procedure
- Inclusion Policy- Disabled Children
- Indoor and Outdoor Play and Provision Policy
- Lockdown Procedure
- Lost child in woods policy
- Photography, video, mobile phone policy
- Policy for staffing arrangements
- Safeguarding children
- Safety- policy and practice
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Woods Policy – Allocation of Spaces Policy

The woods sessions are very popular so we have to prioritise. This is done by:-

- Child's age
- Hours they attend
- Children who are already attending the setting.

This is done by the following criteria:-

24 or 30 hour basis will have priority over anything (as they automatically will get a woods session).

After this we will use a point system to allocate the woods session

Age

3-year-old - 3 points

2 1/2 year old - 2 points

Two year old - 1 point

Sessions attending

5+ sessions a week - 3 points

3+ sessions a week - 2 points

1 session a week - 1 point

In the setting already

In the setting already - 2 points

Not in setting already - 0 points

Wherever possible if we are oversubscribed we will open another woods sessions or offer alternate weeks in the woods, i.e alternate Wednesdays and Fridays.



Woods Policy - Lost Child

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 Powell.
- 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.

Further Guidance

- Woods Policy
- Missing Child Policy and Procedure



Working with Other Professionals Policy

At Stepping Stones, we believe that children receive the best care, learning and development when staff work together with parents and carers and other professionals in an efficient and relevant way.

This policy is designed to work alongside the Key Person Policy and a Working in Partnership with Parents/Carers Policy. We believe that a holistic approach to each child's learning and development creates the best environment for children to thrive. This includes working in partnership with parents and carers and on occasion other professionals to observe, evaluate and create next steps for each child based on their individual needs. This ensures a holistic view of the whole child.

There are some instances where the views and skills of other professionals who work in specialised areas are needed, such as Speech and Language Development (SALT), Educational Psychologists, Special Educational Needs and Disabilities (SEND) or Early Years and Lambeth Council. When this need arises, the staff are required to ensure the following guidelines are met.

Procedure:

1. Any concerns regarding a child's welfare or development must be discussed with the child's key person and the Manager, on a need to know basis.
2. Any concerns must be recorded in a written format and the member of staff and Manager sign and date any documents.
3. Any information recorded, kept and shared needs to be honest, clear and relevant. With the parents/carers permission, the appropriate professional contacted.
4. Staff and Management are required to co-operate and follow any further instructions given by the professional contacted.
5. The child's parents/carers be informed and involved during every stage of referral.
6. Staff must maintain a sympathetic and professional standpoint throughout the process.



7. Staff must ensure they follow the correct policies on information sharing and any information shared to be strictly on a need to know basis.
8. Staff must maintain the settings confidentiality policy at all times.
9. Staff must be aware of their own personal attitudes and beliefs and ensure these do not affect working in partnerships at any time.
10. Access to other professional services must not be restricted from children, parents/carers for any reason.
11. Staff must ensure they uphold the settings inclusion policy at all times and ensure antidiscriminatory practice is used.
12. When working with other professionals, staff must keep paper records up to date.
13. Staff must also maintain regular contact with other professionals to ensure next steps, learning aims; action plans are relevant, up to date and suitable for purpose.

Stepping Stones are also committed to working with other Nurseries and Schools, Social Services, South Gloucestershire Council Early Years Department and Childminders. It is particularly important to work with other Early Years settings when a child attends more than one setting, as information sharing is vital to providing consistent and high quality care and education for all children

Compass

Compass support settings and professionals with the Early Help process for families and children. The team is part of South Gloucestershire Council's Integrated Children's Preventative Services. Early Help means getting timely and effective support to children, young people and families who need it. It aims to enable children to flourish and to enhance long term outcomes and life changes.



The purpose of Compass is to navigate families to the right help, in the right way, at the right time. Compass provides information and advice regarding early help directly to families, as well as to professionals who are supporting them, to enable them to achieve meaningful and positive outcomes.

This support is mainly over the telephone or via email, however, they support partner agencies and settings in person. The team are happy to have case discussions, but if you want to talk about a family by name or with specific details the family need to give consent.

Compass work closely with all educational settings. Schools, pre-schools and nurseries have a named Compass Partnership Worker. Our Compass worker is Natalie Wood.

Compass can support schools, early years settings and professionals when starting an Early Help Assessment and Plan (EHAP), as well as attending Team Around Family (TAF) meetings in a supportive capacity.

Further guidance

- Safeguarding policy
- Child protection policy and procedure
- Confidentiality policy
- Inclusion policy
- Staff behaviour policy
- SEND policy