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OUR HISTORY

Puddleducks Pre-school was originally established by the proprietors Alison Renton & Jeanette Gutteridge at the Church Hall in Wimpole Road in September 1995. The site at Kendall Primary School was opened in September 2007 and became a Limited Company Puddleducks Pre-school (Colchester) Ltd in September 2009. Our new purpose built pre-school building was opened at the school site in May 2011. Our original site in Wimpole Road was closed in July 2012

OUR AIMS

We aim:

- ◆ To provide effective high quality care and education within a safe and stimulating environment.
- ◆ To meet children's individual needs within the group.
- ◆ To provide a full, varied and balanced curriculum through a team of qualified and experienced practitioners, using both planned activities and those initiated by the children.
- ◆ To promote a working partnership between the child's parents/carers and the pre-school.
- ◆ To ensure that every child and adult who visits and uses our setting will feel equally welcomed, valued and accepted.

Puddleducks Pre-school (Colchester) Ltd

Equality Vision Statement

We aim to ensure that every child and adult who visits and uses our setting will feel equally welcomed, valued and accepted.

We recognise that children and their families come from diverse backgrounds.

All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds.

Children grow up in diverse family structures

Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment.

Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles and diverse family structures, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- challenge and eliminate discriminatory actions;
- make inclusion a thread that runs through all of the activities of the setting; and
- foster good relations between all communities.

Important Information

Pre-school contact number **01206 868098**

E mail puddleducksprenursery@btconnect.com

Website www.puddleduckspreschool.org.uk

Pre-school Opening Hours

Monday – Friday 8.30am - 3.30pm

All day session: 8.30am – 3.30pm **Morning session:** 8.30am – 12 noon **Afternoon session:** 12 noon -3.30

Fees: Ask for information regarding our current fees.

All fees payable in advance

Absences, non-pupil days and bank holidays will have to be paid for to meet fixed overheads.

Government Funding: All children are eligible for Government 3-year-old funding at the beginning of the school term after their third birthday for up to 15hrs or 30 hours per week, if available.

We are also registered for 2-year-old funding which is limited and available with criteria being met and an online application being completed.

Dates for the Year 2020/2021

Stay and Play sessions: Thursday 3rd September 2020/ Friday 4th September 2020

Autumn Term: Monday 7th September 2020 to Friday 11th December 2020

Half Term: Mon 26th October 2020 to Friday 30th October 2020 (1 week)

Non pupil Day: TBC

Spring Term: Monday 4th January 2021 to Friday 26th March 2021

Half Term: Monday 15th February 2021 to Friday 19th February 2021 (1 week)

Non pupil Day: Monday 22nd February 2021

Summer Term: Monday 12th April 2021

Half Term: Monday 31st May 2021 to Friday 4th June 2021 (1 week)

Non pupil Day: TBC

Medication: We will administer essential prescribed medication such as Asthma Inhalers, Allergy medication or medication for specific medical conditions, with prior arrangement. We are trained in the use of an EPI Pen.

Ofsted: We were graded as '**Good**' in December 2017.

The Key Person and your child

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that what we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from the setting's activities.

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention with our high ratio of qualified staff to children, as well as volunteer helpers;
- has the chance to join with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a key person who makes sure each child makes satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure children against the likelihood of abuse in our settings and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

Special needs

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

Speech and language

Speech and language is an area that we particularly focus on. We have two members of staff who are trained to undertake Wellcomm speech assessments; we assess all of the children after they have had time to settle in and inform parents/carers if we feel we need to provide extra support or refer for therapy.

The setting's timetable and routines

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

The session

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor environment.

Clothing/Uniform

Some activities may be messy. Aprons are provided, but please do not send your child in their best clothing. Please clearly label all removable clothing - especially coats, hats, scarves, gloves.

We have free flow indoor and outdoor activities all year round so please make sure your child is dressed for the weather.

We do encourage the wearing of our uniform and "Puddleducks" sweatshirts (£9.00) and T-shirts (£6.00) are available to order.

Snacks and meals

The setting makes snack and lunch time a social time for children and adults. We run a rolling snack which is open during the first part of the morning to meet the individual needs of each child. We plan the menus for snacks and meals so that they provide the children with healthy and nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met.

We only provide milk or water to drink

We operate a strict **no nut** policy.

We will be asking for a small **termly** amount to help cover the increasing cost of consumables such as sun cream, snack food, Ink, craft items etc. The termly amount is based on how many days your child attends per week as follows:

- 1 day a week £5.00
- 2 days a week £10.00
- 3 days a week £15.00
- 4 days a week £20.00
- 5 days a week £25.00

We would appreciate these payments being made either online with any fees invoices that you may pay (please email us to let us know if you do this, itemising the payments made (i.e Fees, Consumables, uniform) or you can pay by cash.

*Please note that we have a minimum payment of £10 for bank transfers.

A short prayer is said at lunch time.

Lunch is eaten between 12.15 and 1pm. Children bring a packed lunch. Please see separate page re: suitable lunch boxes.

Sickness

Please do not bring your child back to pre-school until they have been clear of sickness or stomach upsets for 48 hours.

Birthdays

We like to celebrate with your child when they have a birthday. As we have children with allergies we **will not** be giving out sweets or cakes/biscuits. We will sing to the birthday child and give them a special card.

Transition to school

As part of the child's preparation for school:

- We have a weekly P.E. session (to encourage self-help skills).
- We provide focused activities each week to support learning.
- We work closely with local Primary schools and support children during the term before they start school with meetings and visits.

Parents

Parents are regarded as members of our setting and have the right to be valued and respected; kept informed consulted, involved and included.

Policies

Copies of some of the setting's main policies and procedures are enclosed with this prospectus other policies are available for you to see at the setting. The policies help us to make sure that the service provided is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and their parents. The staff and parents of the setting work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies.

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as exchanging knowledge about their children's needs, activities, interests and progress with the staff, helping to provide, make and look after the equipment and materials used in the children's play activities; taking part in events and informal discussions about the activities and curriculum provided by the setting; joining in community activities in which the setting takes part; and building friendships with other parents in the setting.

Parents Forum

The setting is owned and managed by Jeanette Gutteridge and Alison Renton

We have a parent support group called 'The Parents Forum'

We aim to meet termly and discuss any issues, fund raising and ideas to involve parents in the running of the pre-school.

Parents Rota and Joining in

We encourage parents to help at a session this enables you to see what the day-to-day life of the setting is like and to join in helping the children to get the best out of their activities. Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to tell the children about their work, show items from different countries, play musical instruments and read stories in English and other languages. We welcome parents to drop into the setting to see it at work or to speak with the staff.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the setting staff take part in further training to help them keep up-to-date with thinking about early years care and education.

The setting also keeps itself up-to-date with best practice in early years care and education, as a member of the Pre-school Learning Alliance and we have subscriptions to Nursery World publications.

From time to time the setting holds learning events for parents. These usually look at how adults can help children to learn and develop in their early years. Courses on similar topics are held locally by the Pre-school Learning Alliance and the Berechurch Family Hub, watch out for information about these.

Parking at Kendall

Please note that parents/carers are not allowed to drive onto the school site for any reason and you are requested to park in nearby streets or the Recreation Ground Car Park but not on the private road leading to the school.

We do have parking permits available for parents/carers to use in the Recreation Ground Car Park for dropping off and picking up times.

Queries

If you have any query, comment or complaint concerning the pre-school, please let us know so that we can remedy the situation quickly. See Complaints procedure document.

Arrival and Departure Procedures

Arrival

- Parents remain responsible for their child until they have been formally handed over to a member of staff.
- Entrance will be via the main door.
- When the doors are opened the parent/carer may assist the children to hang up his/her coat/bag and collect their name card from the table. A member of staff will be available to support the parent/carer and the children to do this.
- A member of staff in the room will take a register as the children arrive.
- The completed register is kept available at all times when not in use.
- If a child is to be collected by someone other than the parent/carer we need to be advised on each occasion at the time the child is delivered, even if that person is listed in the child's information records.
- Staff should always check that the collector is listed when advised by parents of alternative arrangements.
- Children will not be allowed to leave with a person who is not listed on their information record. In such a situation a member of staff familiar with the parent will attempt to contact them by phone for verification. If the collector is confirmed by the parent we will still require them to produce identification. If we are unable to contact the parent we will telephone social services for further advice and two members of staff will accompany the child until the situation is resolved. Any such incident will be recorded in the child's file.

Departures

- All children will be collected via the main door.
- Children will be called out one at a time when a member of staff recognises that the parent/carer is there. This is to ensure that the child goes to the right person and also that there is not a rush of children coming out at the same time and causing possible confusion.
- As children leave they are marked out on the register.
Late Collection of children Please see the separate policy dealing with this situation.

Puddleducks Pre-school (Colchester) Ltd

Policies and Procedures

Child Protection

- 1.1 Children's rights and entitlements
- 1.2 Safeguarding children and child protection
- 1.3 Looked after children
- 1.4 Uncollected child
- 1.5 Missing child
- 1.6 Use of mobile phones and cameras

Suitable people

- 2.1 Employment
- 2.2 Student placements

Staff Qualifications, Training, support and skills

- 3.1 Induction of staff, volunteers and managers
- 3.2 First aid

Key Person

- 4.4 The role of the key person in the setting and settling-in

Staff: Child Ratios

- 5.1 Staffing

Health

- 6.1 Administering medicines
- 6.2 Managing children who are sick, infectious or with allergies
- 6.3 Recording and reporting of accidents and incidents
- 6.4 Nappy changing
- 6.5 Food and drink
- 6.6 Food hygiene
- 6.7 Basic kitchen opening and closing checks templates

Managing Behaviour

- 7.1 Achieving positive behaviour

Safety and suitability of premises and equipment

- 8.1 Health and safety general standards
- 8.2 Maintaining children's safety and security on premises
- 8.3 Supervision of children on outings and visits
- 8.4 Risk assessment
- 8.5 Fire safety and emergency evacuation
- 8.6 Animals in the setting
- 8.7 No smoking
- 8.8 Health and safety Risk assessment template
- 8.9 Fire safety risk assessment template

Equality of opportunity

- 9.1 Valuing diversity and promoting equality
- 9.2 Supporting children with special educational needs

Information and Records

- 10.1 Prospectus

- 10.1b Privacy Notice
- 10.2 Admissions
- 10.3 Pre-admission details
- 10.4 Registration form
- 10.5 Parental involvement
- 10.6 Children's records
- 10.7 Provider records
- 10.8 Transfer of records to school
- 10.9 Confidentiality and client access to records
- 10.10 Information sharing
- 10.11 Working in partnership with other agencies
- 10.12 Making a complaint

10.2 Admissions

Policy Statement

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

Procedures

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- We ensure that information about our setting is accessible, using simple plain English in written and spoken form and, where appropriate, in different community languages and in other formats on request.
- We have a waiting list and in the event of over subscription we take into account the following priorities:
 - Children looked after by local authority
 - Siblings of children who are attending the pre-school
 - Siblings of children who have attended the pre-school
 - Siblings of children attending Kendall Primary School.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- We are registered to take children from the age of 2 years old.
- Admissions may vary from term to term depending on local school admissions and parent's individual needs.
- Where possible, we try to offer between 12 and 15 hours per week to children receiving 3 year old Government funding.
- We offer 30 hour funding to working parents who meet the criteria set by the Government.
- We describe our setting and its practices in terms that make it clear that fathers and mothers, other relations and carers are all welcome.
- Our setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability - whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.
- We support children and/or parents with disabilities to take full part in all activities within our setting
- We monitor the needs and background of children joining our setting on the Registration Form, to ensure that no accidental or unintentional discrimination is taking place.
- We share and widely promote our Valuing Diversity and Promoting Equality Policy.
- We consult with families about the opening times of the setting to ensure we accommodate a broad range of family need.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
- Failure to comply with the terms and conditions may ultimately result in the provision of a place being withdrawn.

4.1 The role of the key person and settling-in

Policy statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each setting must assign a key person for each child.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

Procedures

- We allocate a key person before the child starts.
- The key person is responsible for providing an induction for the family and for settling the child into our setting.
- Completing relevant forms with parents, including consent forms.
- Explaining our policies and procedures to parents with particular focus on policies such as safeguarding and our responsibilities under the Prevent Duty.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a child-minder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- The key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- The key person encourages positive relationships between children in her/his key group, spending time with them each day.
- We will provide a buddy key person so the child and the parents have a key contact in the absence of the child's key person.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

Settling-in

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), display books about activities available within the setting, visits to the setting and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We use pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative of the youngest children starting, will be prepared to stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope, working closely with the key person.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them. We may suggest that your child stays for shorter periods of time initially and build up to the full session and possibly build up to the full amount of days that they are booked in for during the first term.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- On entry we discuss and work with the child's parents to begin to create their child's record of achievement.
- The key person will complete weekly contact sheets for the first half of term to keep you informed of your child's activities during the session. After this period you will be given the opportunity to see your child's learning journey and contribute to it on a regular basis.

The progress check at age two

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the supporting guidance to the EYFS *A Know How Guide: The EYFS progress check at age two*.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by the setting to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

Equality of opportunity

7.1 Promoting positive behaviour

Policy statement

We believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

Procedures

In order to manage children's behaviour in an appropriate way we will:

- undertake relevant training to help understand and guide appropriate models of behaviour;
- implement the setting's behaviour procedures including the stepped approach;
- have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary;
- ensure all staff complete the Promoting Positive Behaviour programme, on Educare

Stepped approach

Step 1

- We will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;
- We will be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour;
- We will undertake an annual audit of the provision to ensure the environment and practices supports healthy social and emotional development. Findings from the audit are considered by management and relevant adjustments applied.
- ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

Step 2

- We address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator and Special Educational Needs Coordinator (SENCO) or/and manager. During

the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.

- If the behaviour continues to reoccur and remains a concern then the key person and SENCO should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause. If a cause for the behaviour is not known or only occurs whilst in the setting then the behaviour coordinator will suggest using a focused intervention approach to identify a trigger for the behaviour.
- If a trigger is identified then the SENCO and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

All incidents and intervention relating to unwanted and challenging behaviour by children should be clearly and appropriately logged.

Step 3

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
- It may be agreed that the Common Assessment Framework (CAF) or Early Help process should begin and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Children and Child Protection Policy (1.2). It may also be agreed that the child should be referred for an Education, Health and Care assessment. (See Supporting Children with SEN policy 9.2)
- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

Initial intervention approach

- We use an initial problem solving intervention for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently.
- This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.

Focused intervention approach

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.

- Where we have considered all possible reasons, then a focused intervention approach should then be applied.
- This approach allows the key person to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- We follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

Use of rewards and sanctions

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

Use of physical intervention

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use 'reasonable force in order to prevent children from injuring themselves or others or damage property' (EYFS).
- If 'reasonable force' has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened.

Challenging Behaviour/Aggression by children towards other children

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.

- The designated person will contact children’s social services if appropriate, i.e., if a child has been seriously injured, or if there is reason to believe that a child’s challenging behaviour is an indication that they themselves are being abused.
- The designated person will make a written record of the incident, which is kept in the child’s file; in line with the *Safeguarding children, young people and vulnerable adults* policy.
- The designated person should complete a risk assessment related to the child’s challenging behaviour to avoid any further instances.
- The designated person should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting’s response to the incident.
- Ofsted should be notified if appropriate, i.e., if a child has been seriously injured.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

Bullying is a behaviour that both parents and practitioners worry about. Bullying is a deliberate, aggressive and repeated action, which is carried out with intent to cause harm or distress to others. It requires the child to have ‘theory of mind’ and a higher level of reasoning and thinking, all of which are complex skills that most three-year-olds have not yet developed (usually after the age of four along with empathy). Therefore, an outburst by a three-year-old is more likely to be a reflection of the child’s emotional well-being, their stage of development or a behaviour that they have copied from someone else.

Young children are keen observers and more likely to copy behaviours, which mimic the actions of others, especially the actions of people they have established a relationship with. These are learnt behaviours rather than premeditated behaviours because children this young do not have sufficiently sophisticated cognition to carry out the type of bullying an older child can do. Unless addressed early, this type of pre-bullying behaviour in young children can lead on to bullying behaviour later in childhood. The fear is that by labelling a child as a bully so early in life we risk influencing negative perceptions and expectations of the child which will impact on their self-image, self-esteem and may adversely affect their long term behaviour. This label can stick with the child for the rest of their life.

Challenging unwanted behaviour from adults in the setting

- Settings will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
- Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
- Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child’s file and is reported to the setting manager. The procedure is

explained and the parent asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child's place.

Equality of opportunity

9.1 Valuing diversity and promoting equality

Policy statement

We are committed to ensuring that our service is fully inclusive in meeting the needs of all children.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin, or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children's learning, attainment and life outcomes.

We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our setting. We aim to:

- promote equality and value diversity within our service and foster good relations with the local community;
- actively include all families and value the positive contribution they make to our service;
- promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms;
- provide a secure and accessible environment in which every child feels safe and equally included;
- improve our knowledge and understanding of issues relating to anti-discriminatory practice,
- challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely:
 - age;
 - gender;
 - gender reassignment;
 - marital status;
 - pregnancy and maternity;
 - race;
 - disability;
 - sexual orientation; and
 - religion or belief.
- where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

Procedures

Admissions

Our setting is open and accessible to all members of the community.

- We base our Admissions Policy on a fair system.
- We do not discriminate against a child or their family in our service provision, including preventing their entry to our setting based on a protected characteristic as defined by the Equality Act (2010).
- We advertise our service widely.
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages (where ever possible).
- We reflect the diversity of our community and wider society in our publicity and promotional materials.
- We provide information on our offer of provision for children with special educational needs and disabilities.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Inclusion and Equality Policy.
- We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by the setting.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We take action against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers or parents whether by:
 - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the service;
 - indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
 - discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity;
 - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
 - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation.
 - We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
 -
- Displaying of openly discriminatory xenophobic and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

Employment

- We advertise posts and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- *The applicant who best meets the criteria is offered the post, subject to references and suitability checks. This ensures fairness in the selection process.*
- *All our job descriptions include a commitment to promoting equality, and recognising and respecting diversity as part of their specifications.*
- *We monitor our application process to ensure that it is fair and accessible.*

Training

- We seek out training opportunities for our staff and volunteers to enable them to develop anti-discriminatory and inclusive practices.
- We ensure that our staff are confident and fully trained in administering relevant medicines and performing invasive care procedures on children when these are required.
- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

Curriculum

The curriculum offered in our setting encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It encourages development of confidence and self esteem, empathy, critical thinking and reflection.

We ensure that our practice is fully inclusive by:

- creating an environment of mutual respect and tolerance;
- modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- positively reflecting the widest possible range of communities within resources;
- avoiding use of stereotypes or derogatory images within our books or any other visual materials;
- celebrating locally observed festivals and holy days;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- ensuring that disabled children with and without special educational needs are fully supported;
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages

We will ensure that our environment is as accessible as possible for all visitors and service users. We do this by:

- undertaking an access audit to establish if the setting is accessible to all disabled children and adults. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.
- fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to encourage their full inclusion.
- We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support.
- We take positive action to encourage disadvantaged and under-represented groups to use the setting.

Food

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met where ever possible.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and where resources allow in translation – to ensure that all mothers and fathers have information about, and access to, the meetings.

Monitoring and reviewing

We have an Equality named coordinator (Enco) who oversees and monitors our provision and completes regular training, this is **Maria Lunniss**

- So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet our overall aims to promote equality, inclusion and to value diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

Public Sector Equality Duty

- We have regard to the Duty to eliminate discrimination, promote equality of opportunity, foster good relations between people who share a protected characteristic and those who do not.

PUDDLEDUCKS PRE-SCHOOL (Colchester) Ltd

1.2 Safeguarding children, young people and vulnerable adults

Policy statement

Our setting will work with children, parents and the community to ensure the rights and safety of children, young people* and vulnerable adults. Our Safeguarding Policy is based on the three key commitments of the Early Years Alliance Safeguarding Children Policy.

Procedures

We carry out the following procedures to ensure we meet the three key commitments of the Alliance Safeguarding Children Policy, which incorporates responding to child protection concerns.

Key commitment 1

We are committed to building a 'culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of our service delivery.

Our designated person (a member of staff) who co-ordinates child, young person and vulnerable adult protection issues is: **Tracy Campbell**

When the setting is open but the designated person is not on site, a suitably trained deputy **Emma Guilfoyle or Jeanette Gutteridge** will be available for staff to discuss safeguarding concerns.

-
- The designated person, the suitably trained deputy and the designated officer ensure they have relevant links with statutory and voluntary organisations with regard to safeguarding.
 - The designated person (and the person who deputises for them) understands LSCB safeguarding procedures, undertakes relevant LSCB training at least every two years and refreshes their knowledge of safeguarding at least annually.
 - We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
 - All staff understand that safeguarding is their responsibility.
 - All staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported to the local authority children's social care team or the NSPCC. They receive updates on safeguarding at least annually.
 - All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
 - All staff understand the principles of early help (as defined in *Working Together to Safeguard Children*, 2018) and are able to identify those children and families who may be in need of early help and enable them to access it.

- All staff understand the thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm, according to arrangements published by the LSCB or safeguarding partners in areas where the safeguarding partners have replaced the LSCB.
- All staff understand their responsibilities under the General Data Protection Regulation and the Data Protection Act 2018, and understand relevant safeguarding legislation, statutory requirements and local safeguarding partner requirements and ensure that any information they may share about parents and their children with other agencies is shared appropriately and lawfully.
- We will support families to receive appropriate early help by sharing information with other agencies in accordance with statutory requirements and legislation.
- We will share information lawfully with safeguarding partners and other agencies where there are safeguarding concerns.
- We will be transparent about how we lawfully process data.
- All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard and know how to follow local safeguarding procedures to resolve professional disputes between staff and organisations.
- All staff understand what the organisation expects of them in terms of their required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of cameras and mobile phones), whistleblowing and dignity at work.
- Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age appropriate way.
- All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
- Adequate and appropriate staffing resources are provided to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
- Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises.
- Volunteers must:
 - be aged 17 or over;
 - be considered competent and responsible;
 - receive a robust induction and regular supervisory meetings;
 - be familiar with all the settings policies and procedures;
 - be fully checked for suitability if they are to have unsupervised access to the children at any time.
- Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:

- the criminal records disclosure reference number;
 - certificate of good conduct or equivalent where a UK DBS check is not appropriate;
 - the date the disclosure was obtained; and
 - details of who obtained it.
- All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
 - From 31 August 2018, staff and volunteers in childcare settings that are not based on domestic premises are **not** required to notify their line manager if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, cautions, court orders, reprimands or warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to care of their children.
 - Staff receive regular supervision, which includes discussion of any safeguarding issues, and their performance and learning needs are reviewed regularly.
 - In addition to induction and supervision, staff are provided with clear expectations in relation to their behaviour [outlined in the employee handbook].
 - We notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
 - Procedures are in place to record the details of visitors to the setting.
 - Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
 - Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.. Staff do not use personal cameras or filming equipment to record images.
 - Personal mobile phones are not used where children are present.
 - The designated person in the setting has responsibility for ensuring that there is an adequate online safety policy in place.
 - We keep a written record of all complaints and concerns including details of how they were responded to.
 - We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
 - The designated officer will support the designated person to undertake their role adequately and offer advice, guidance, supervision and support.
 - The designated person will inform the designated officer at the first opportunity of every significant safeguarding concern, however this should not delay any referrals being made to children's social care, or where appropriate, the LADO, Ofsted or RIDDOR.

Key commitment 2

We are committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG, 2015) and the Care Act 2014.

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.
- When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
 - significant changes in their behaviour;
 - deterioration in their general well-being;
 - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
 - changes in their appearance, their behaviour, or their play;
 - unexplained bruising, marks or signs of possible abuse or neglect; and
 - any reason to suspect neglect or abuse outside the setting.
- We understand how to identify children who may be in need of early help, how to access services for them
- We understand that we should refer a child who meets the s17 Children Act 1989 child in need definition to local authority children's social work services
- We understand that we should refer any child who may be at risk of significant harm to local authority children's social work services.
- We are aware of the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent's learning disability.
- We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.
- We are prepared to take action if we have concerns about the welfare of a child who fails to arrive at a session when expected. The designated person will take immediate action to contact the child's parent to seek an explanation for the child's absence and be assured that the child is safe and well. If no contact is made with the child's parents and the designated person has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and LSCB procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.
- We are aware of other factors that affect children's vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Female Genital Mutilation and radicalisation or extremism.

- In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and LSCB procedures on responding to radicalisation.
- The designated person completes online Channel training, online Prevent training and attends local WRAP training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
- We are aware of the mandatory duty that applies to teachers, and health workers to report cases of Female Genital Mutilation to the police. We are also aware that early years practitioners should follow local authority published safeguarding procedures to respond to FGM and other safeguarding issues, which involves contacting police if a crime of FGM has been or may be about to be committed.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- If we become concerned that a child may be a victim of modern slavery or human trafficking we will refer to the National Referral Mechanism, as soon as possible and refer and/or seek advice to the local authority children's social work service and/or police.
- We will be alert to the threats children may face from outside their families, such as that posed by organised crime groups such as county lines and child sexual exploitation, online use and from within peer groups and the wider community.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection and child in need concerns and follow the LSCB procedures, or when they come into force replacing the LSCB, we will follow the local procedures as published by the local safeguarding partners.
- Where such indicators are apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the designated person. The information is stored on the child's personal file.
- In the event that a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.
- We refer concerns about children's welfare to the local authority children's social care team and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children Board (or the local safeguarding partners when their published safeguarding arrangements take over from the LSCB).
- We respond to any disclosures sensitively and appropriately and take care not to influence the outcome either through the way we speak to children or by asking questions of children (although we may check out/clarify the details of what we think they have told us with them).
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse or neglect is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account in an age appropriate way, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent

harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

- All staff are also aware that adults can also be vulnerable and know how to refer adults who are in need of community care services.
- All staff know that they can contact the NSPCC whistleblowing helpline if they feel that or organisation and the local authority have not taken appropriate action to safeguard a child and this has not been addressed satisfactorily through organisational escalation and professional challenge procedures.
- We have a whistleblowing policy in place.
- Staff/volunteers know they can contact the organisation Public Concern at Work for advice relating to whistleblowing dilemmas.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
 - listens to the child, offers reassurance and gives assurance that she or he will take action;
 - does not question the child, although it is OK to ask questions for the purposes of clarification;
 - makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
- These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
- The member of staff acting as the designated person is informed of the issue at the earliest opportunity, and always within one working day.
- Where the Local Safeguarding Children Board or local safeguarding partners safeguarding procedures stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

Making a referral to the local authority children's social care team

- We follow the procedures for recording and reporting set down by our Local Safeguarding Children Board: <http://www.escb.co.uk/working-with-children/concerns-about-the-welfare-of-a-child>

If the child is at immediate risk of significant harm, then call the **Children and Families Hub on 0345 603 7627** and ask for the 'Priority Line'.

The Children and Families Hub continue to offer a consultation line for professionals providing advice and guidance. This can be accessed by calling **0345 603 7627** and asking for the 'Consultation Line'.

Escalation process

- If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the LSCB escalation process.
- We will ensure that staff are aware of how to escalate concerns.
- We will follow local procedures published by the LSCB or safeguarding partners to resolve professional disputes.

Informing parents

- Parents are normally the first point of contact. Concerns are normally discussed with parents to gain their view of events, unless it is felt that this may put the child or other person at risk, or may interfere with the course of a police investigation, or may unduly delay the referral, or unless it is otherwise unreasonable to seek consent. Advice will be sought from social care, or in some circumstances police, where necessary.
- Parents are informed when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the procedures of the Local Safeguarding Children Board/Local Safeguarding Partners does not allow this, for example, where it is believed that the child may be placed at risk.
- This will usually be the case where the parent is the likely abuser or where sexual abuse may have occurred.
- If there is a possibility that advising a parent beforehand may place a child at greater risk (or interfere with a police response) the designated person should consider seeking advice from children's social care, about whether or not to advise parents beforehand, and should record and follow the advice given.

Liaison with other agencies and multi-agency working

- We work within the Local Safeguarding Children Board/Local Safeguarding Partners guidelines.
- The current version of 'What to do if you're worried a child is being abused' is available for parents and staff and all staff are familiar with what they need to do if they have concerns.
- We have procedures for contacting the local authority regarding child protection issues and concerns about children's welfare, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.
- We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

Allegations against staff and persons in position of trust

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.

- We ensure that all staff volunteers and anyone else working in the setting knows how to raise concerns that they may have about the conduct or behaviour of other people including staff/colleagues.
- We differentiate between allegations, and concerns about the quality of care or practice and complaints and have a separate process for responding to complaints.
- We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:
 - inappropriate sexual comments;
 - excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images
- We will recognise and respond to allegations that a person who works with children has:
 - behaved in a way that has harmed a child, or may have harmed a child
 - possibly committed a criminal offence against or related to a child
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to a senior manager within the organisation and the Local Authority Designated Officer (LADO) as necessary to investigate and/or offer advice:
Essex LADO contact number: 0333 013 9797.
- We also report any such alleged incident to Ofsted, as well as what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management team and children's social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families, throughout the process. Where it is appropriate and practical and agreed with LADO, we will seek to offer an alternative to suspension for the duration of the investigation, if an alternative is available that will safeguard children and not place the affected staff or volunteer at risk.

Disciplinary action

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.

Key commitment 3

We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. We are also committed to empowering children through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

- Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) and neglect and that they are aware of the local authority guidelines for making referrals. Training opportunities should also cover extra familial threats such as online risks, radicalisation and grooming, and how to identify and respond to families who may be in need of early help, and organisational safeguarding procedures.
- Designated persons receive appropriate training, as recommended by the Local Safeguarding Children Board, every two years and refresh their knowledge and skills at least annually.
- We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.
- We ensure that all staff receive updates on safeguarding via emails, newsletters, online training and/or discussion at staff meetings at least once a year.

Planning

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being within sight and/or hearing of other staff or volunteers.

Curriculum

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Confidentiality

- All suspicions and investigations are kept confidential and shared **only with those who need to know**. Any information is shared under the guidance of the Local Safeguarding Children Board/Local Safeguarding Partners and in line with the GDPR, Data Protection Act 2018, and Working Together 2018.

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.

- We will engage with any child in need plan or early help plan as agreed.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure, and only if appropriate under the guidance of the Local Safeguarding Children Board.

PUDDLEDUCKS PRE- SCHOOL (Colchester) LTD

1.4 Uncollected child

Policy statement

In the event that a child is not collected by an authorised adult at the end of a session/day, we put into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. The child will receive a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures

- Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:
 - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
 - Who has parental responsibility for the child.
 - Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details of the name and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.
- The pre-school sessions end promptly each day at 12 noon, 3pm and 3.30pm. If your child is not collected on time, our legal liability relating to the staff/child ratio may be infringed. Any parent/carer who is more than 10 minutes late collecting their child, and we have not been informed in advance and arrangements agreed, will have to pay a charge which helps to cover the additional staffing costs and care incurred. A charge of £5 for the first 15 minutes (or part thereof) and a further £5 for each 10 minutes after that (or part thereof) will be made for late collection.
- If a child is not collected at their expected collection time, we follow the procedures below:
 - The child's file is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work.
 - If this is unsuccessful, the adults who are authorised by the parents to collect their child - and whose telephone numbers are recorded on the Registration Form - are contacted.
 - All reasonable attempts are made to contact the parents or nominated carers.

- The child does not leave the premises with anyone other than those named on the Registration Form or in their file.

If no-one collects the child within 30 minutes of their expected collection time and there is no named contact

who can be contacted to collect the child, we apply the procedures for uncollected children.

- If we have any cause to believe the child has been abandoned we contact the local authority children's social care team: Tel 0345 603 7627
If the children's social care team is unavailable [or as our local authority advise] we will contact the local police.
- After an additional 15 minutes if the child has not been collected, we will contact the above statutory agencies again.
- The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker or by another person specified by social care.
- Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances will staff go to look for the parent nor leave the setting premises with the child.
- We ensure that the child is not anxious and we do not discuss our concerns in front of them.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Ofsted may be informed: Tel: 0300 123 1231

9.2 Supporting children with special educational needs

Policy statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEN¹.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents.

Our SENCO is Tracy Campbell

The SENCO works closely with the managers and other colleagues and has responsibility for the day to day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.

- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
 - We ensure that our inclusive admissions practice ensures equality of access and opportunity.
 - We provide a broad, balanced and differentiated curriculum for all children.
 - We apply SEN support to ensure early identification of children with SEN.
 - We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
 - We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes
 - We, where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
 - We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
 - We liaise and work with other external agencies to help improve outcomes for children with SEN.
 - We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
 - We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
 - We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. We provide in-service training for parents, practitioners and volunteers.
 - We raise awareness of our special education provision via our website and or promotional materials.
-

- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

6.6 Food hygiene

(Including procedure for reporting food poisoning)

Policy statement

We provide and/or serve food for children on the following basis (delete which does not apply):

- Snacks.
- Packed lunches.

We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food. We are registered as a food provider with the local authority Environmental Health Department.

Procedures

- The person in charge and the person responsible for food preparation understands the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to their business.
- All staff follow the guidelines of *Safer Food Better Business*.
- At least one person has an in-date Food Hygiene Certificate.
- The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently.
- We use reliable suppliers for the food we purchase.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home.
- Food preparation areas are cleaned before use as well as after use.
- There are separate facilities for hand-washing and for washing up.
- All surfaces are clean and non-porous.
- All utensils, crockery etc are clean and stored appropriately.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.
- When children take part in cooking activities, they:
 - are supervised at all times;
 - understand the importance of hand washing and simple hygiene rules
 - are kept away from hot surfaces and hot water; and
 - do not have unsupervised access to electrical equipment such as blenders etc.

Reporting of food poisoning

- Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation.

- Any confirmed cases of food poisoning affecting two or more children looked after on the premises the setting will also be notified to Ofsted as soon as is reasonably practicable, and always within 14 days of the incident.



Lunchtime at Puddleducks

The experience of eating lunch in a group setting is extremely valuable as preparation for school.

The staff at Puddleducks always sit with the children and assist them with any difficulties they may experience opening packets etc. and to ensure health and safety as well as promoting social skills. We all eat lunch together in the main playroom at 12.15.

Dairy products

We request that any dairy products should be separately, and clearly named, and left in the fridge box at the beginning of the session. It will then be kept safely in the fridge and given back to your child at lunchtime.

Contents of lunch boxes

We are concerned that a number of children are being sent with too much food and also with items that a number of schools will not allow e.g. chocolate products. Whilst we do not operate a no-chocolate policy it is none the less good practice to get your child used to the type of lunch they will have at school in order to avoid any disappointment when the time comes. Chocolate can also be a problem in warm weather!

Suitable lunch box contents

Please note we operate a strict **no nut policy** and we would ask parents that do not have a child with a nut allergy to remember that there are other children in the group for whom even slight contact with nuts could be extremely dangerous.

This includes products containing nuts such as chocolate spread, peanut butter and some snack bars.

We also ask that if you are providing grapes, strawberries, any other berries and cherry tomatoes they need to be cut in half lengthways as they can be a choking hazard when whole.

We would encourage parents to remember the Government's '5 a day' rule and to provide your child with a piece of fruit or raw vegetable in their lunch box, a leaflet is available regarding this.

Drinks

Fizzy drinks should not be sent to pre-school under any circumstances. Water is always available to children.

Lunch boxes

Please can all lunch boxes be clearly named on the **outside**. This will assist staff when distributing the boxes at lunchtime.

Safeguarding children

10.12 Making a complaint

Policy statement

We believe that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly, by an informal approach [with the appropriate member of staff]. If this does not achieve the desired result, We have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

Procedures

All settings are required to keep a written record of any complaints that reach stage two and above, and their outcome. This is to be made available to parents, as well as to Ofsted inspectors on request.

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of our setting's provision talks over his/her concerns with our manager first of all.
- Most complaints should be resolved amicably and informally at this stage.
- We record the issue, and how it was resolved, in the child's file.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing.
- Our setting stores all information relating to written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, our manager may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, our manager meets with the parent to discuss the outcome.
- We inform parents of the outcome of the investigation within 28 days of him/her making the complaint.
- When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record, which is made available to Ofsted on request.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with our manager and a director/owner. The parent may have a friend or partner present if they prefer and our manager should have the support of the management team.

- An agreed written record of the discussion is made, as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record.

Stage 4

- If at the stage three meeting the parent cannot reach agreement with us, we invite an external mediator to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but can help us to define the problem, review the action so far and suggest further ways in which it might be resolved.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with our staff and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent and our manager and director/owner is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of the Office for Standards in Education, Children's Services and Skills (Ofsted), the Local Safeguarding Children Board or local safeguarding partners and the Information Commissioner's Office

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
- Parents can complain to Ofsted by telephone or in writing at:

Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD

Tel: 0300 123 1231
- These details are displayed on our settings notice board.
- If a child appears to be at risk, we follow the procedures of the Local Safeguarding Children Board or local safeguarding partners.
- In these cases, both the parent and our setting are informed and our manager works with Ofsted or the Local Safeguarding Children Board or local safeguarding partners to ensure a proper investigation of the complaint, followed by appropriate action.

- The Information Commissioner's Office (ICO) can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after raising your concern with us. For further information about how we handle your data, please refer to the Privacy Notice given to you when you registered your child at our setting. The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk

Records

- A record of complaints in relation to our setting, or the children or the adults working in our setting, is kept for at least three years; including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in our Complaint Investigation Record, which is available for parents and Ofsted inspectors to view on request.

Code of Conduct for Parents and Carers

We are committed to ensuring that all children are safeguarded whilst in our care. You can help us to maintain our responsibilities in the following ways:

Please do:

- Share information with staff on your child's development, health and wellbeing.
- Only let people on the collection form collect your child.
- Collect your child on time - if you are going to be unavoidably late then please contact us to let us know. We will make a charge for late collection.
- Feedback any suggestions and ideas to the pre-school staff.
- Direct any worries, concerns or complaints to your keyperson initially, if you require to speak to a manager then please arrange a meeting.

Please refrain from:

- Shouting at, smacking or physically punishing your child on pre-school or school site.
- Using inappropriate language on school site or displaying aggressive or threatening behaviour towards the staff, children or other parents/carers either in person, on the phone or in writing.
- Collecting your child from pre-school if you have consumed alcohol, medication or other substances that have affected your judgement or responses. We will not let you take your child off the premises if we feel this is the case.
- Discussing sensitive issues within earshot of your child or other children.
- Taking photos or videos of children other than your own.
- Using mobile phones whilst in the pre-school building.

As a setting we have an obligation to report any safeguarding concerns to social care.

Working together for your children

In our setting we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements. We also have volunteer helpers where possible to complement these ratios. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

The staff who work at our setting are:

Staff	Qualifications & Responsibilities
Jeanette Gutteridge Managing Director	NVQ Leadership and Management level 5 NVQ CCLD level 4 NNEB, DPP level 3 SENCO First Aider Staffing
Alison Renton Managing Director	NNEB level 3 Waiting List and sessions co-ordinator Government Funding
Tracy Campbell Manager	Early Years Professional level 6 BA in childhood studies SENCO Keyperson First Aider EYFS curriculum leader Student/Volunteer co-ordinator Designated safeguarding person
Sarah Turner Senior Early Years Practitioner	BA - Studies and Early Childhood Education level 6 Diploma in Pre-school Practice level 3 Keyperson First Aider PSE curriculum Room Leader
Maria Lunniss Early Years Practitioner	Diploma in Pre-school Practice level 3 Keyperson First Aider Food Hygiene certificate Equality named Co-ordinator (Enco) Understanding of the World Curriculum + ICT
Emma Guilfoyle Early Years Practitioner	NNEB-level 3 Keyperson First Aider Food Hygiene certificate Maths Curriculum Deputy designated safeguarding
Georgina Stapleton Early Years Practitioner	Diploma in Pre-school Practice level 3 Keyperson First Aider Health & Safety Rep Food Hygiene certificate Expressive arts and design curriculum
Kelly Ives Early Years Practitioner	Early Years Educator level 3 Keyperson First Aider Food Hygiene certificate CLL curriculum

Melanie Cook Early Years Practitioner	Studying level 2 Early Years Educator Keyperson First Aider Food Hygiene certificate Kitchen coordinator Physical Curriculum Coordinator
Sarah Topple Finance Manager	Bachelor of Arts