



Policies & Procedures

2026-2027

For children aged 2-5 years

The Church Hall, Christ Church, Oakhurst, Sayers Common, West Sussex, BN6 9JA

Ofsted URN EY560 785 | Company no. 11 239 915

07 534 701 625 | info@isabellos.co.uk

www.isabellos.co.uk

Applies from 1 September 2026 | Next scheduled review: August 2027

Document control

This publication is the operational policy manual for Isabello's Preschool. It has been personalised from the Early Years Alliance 2026-27 templates and reviewed against the Early Years Foundation Stage applying from September 2026.

Document detail	Information
Provider	Isabello's Pre-School Ltd
Setting	Isabello's Preschool
Registered address	The Church Hall, Christ Church, Oakhurst, Sayers Common, West Sussex, BN6 9JA
Ofsted registration	EY560 785
Setting manager	Emma Montero
Designated safeguarding lead	Emma Montero
Deputy safeguarding lead	David Montero
Health and safety lead	Emma Montero
Climate champion	Emma Montero
Version	2026-2027 (Version 1)
Review cycle	At least annually and sooner following relevant legal, regulatory or operational change

Scope and setting-specific decisions

- The setting cares for children aged two to five and does not provide baby care, sleep provision or massage.
- There is no separate milk kitchen, staff toilet or laundry area. Milk is refrigerated in the main kitchen; staff use the shared toilet facilities; and soiled clothing is bagged for families to launder at home.
- The setting does not operate CCTV.
- Parents and carers provide packed lunches. The setting provides morning and afternoon snacks, milk and water.
- Daily attendance and absences are recorded in Tapestry. The safeguarding response to unexplained absence is incorporated within procedure 09.02.
- Isabello's uses its own online registration process, terms and conditions and assessment records.

Implementation

All staff, students, volunteers and relevant contractors must be familiar with the policies that relate to their work. The manager ensures that changes are communicated, training needs are addressed and procedures are reviewed after relevant incidents or changes in practice.

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Introduction

Introduction

Early years providers must meet all the statutory requirements of the Early Years Foundation Stage (EYFS) and take all necessary steps to keep children safe and well, including by maintaining records, policies and procedures.

As working documents policies and procedures govern all aspects of the setting's operations and are vital for consistency and quality assurance across the provision. Policies describe the approach of operating and incorporate current legislation and registration requirements. Procedures detail the methods by which the policies are implemented. Some may need adjustment following risk assessment carried out in the setting.

Staff, agency workers, volunteers, assistants and students need to fully understand and know how to implement the policies and procedures, which must also be accessible to parents, so that everyone knows what actions they need to take in practice to achieve them.

Each of the policies and procedures that group and school-based providers are required to have in place are provided in this publication, as well as others recommended by the Early Years Alliance as good practice.

- Adopting, implementing and reviewing policy templates
- The policies and procedures templates help to guide your approach to legislation and practice however they all do need to be reviewed and personalised to your setting.
- Copies of the policies and procedures to be adopted should be made available to all parents and staff; giving everyone the opportunity to discuss and fully understand each policy and procedure.
- It should be explained to parents, employees and volunteers that the policies contain the rules required for running the setting in a way which complies with the requirements of the EYFS and Ofsted registration and must be adhered to.
- All staff, volunteers and students should be aware of the content of the policies and procedures, and their role and responsibility in implementing them.
- Each policy and procedure should be continually monitored by collecting evidence about the results of their implementation. The evidence should be used to make any necessary changes to the policies and procedures and/or the way they are implemented.
- All staff and parents should contribute to the evidence collected and share in decisions about any necessary changes.
- Named/designated safeguarding leads in each setting have a delegated responsibility to make sure that relevant procedures are known by all members of staff and are adhered to, bringing any cause for concern to the manager's attention.
- If any adaptations are needed to any policy or procedure, it must still meet the requirements of the relevant regulations. Some providers may decide to develop further policies, which are not required by regulations, but which would enable a clear direction for any specific issue pertaining to the setting. For example, some providers may require a policy on sharing premises with another facility. Or in some cases a local authority or a funding body may require a policy or procedure that is not included in this publication.

Risk assessment is vital to implementation of many procedures. The providers ensure that risk assessments where helpful, are carried out and updated regularly and will amend or add to the procedures as required. Risk assessment procedures are detailed in procedures 01.1 Risk assessment and 02.1 Fire safety.

Children's rights and entitlements statement

This statement underpins the policies and procedures - in particular, section 06 Safeguarding Children, Young People and Vulnerable Adults procedures. It is important that all staff in your setting uphold and work with the principles and ethos within this statement.

Isabello's Preschool support the 54 Articles contained within the UN Convention on the Rights of the Child (1989).

Isabello's Preschool recognise that these articles apply to children globally and draw attention to the disparity between and within countries and across regions of the world in the way that children receive and enjoy basic rights. Isabello's Preschool support organisations and statutory agencies to promote recognition and achievement of children's rights to ensure a better experience for all children.

As an early years provider and a member of the Early Years Alliance, Isabello's Preschool follow the Alliance's 'four key commitments' that are broad statements against which policies and procedures are drawn to provide a consistent and coherent strategy for safeguarding children young people and vulnerable adults.

- Isabello's Preschool is committed to empowering children, young people, and vulnerable adults, promoting their right to be 'strong, resilient, actively listened to, and heard'.
- Isabello's Preschool upholds a culture of safety in which children, young people and vulnerable adults are protected from abuse and harm in all areas of its curriculum and service delivery.
- Isabello's Preschool is committed to preventing harm and responding promptly and appropriately to all incidents or concerns of abuse that may occur. Working with statutory agencies to achieve the best possible outcomes for every child.
- Isabello's Preschool is dedicated to increasing safeguarding confidence, knowledge and good practice throughout its training and learning programmes for adults, advocating support and representation for those in greatest need.

What it means to promote children's rights and entitlements

To be strong means to be:

- secure in their foremost attachment relationships where they are loved and cared for, by at least one person who can offer consistent, positive, and unconditional regard and who can be relied on
- safe and valued as individuals in their families and in relationships beyond the family, such as day care or school
- self-assured and form a positive sense of themselves - including all aspects of their identity and heritage
- included equally and belong in early years settings and in community life
- confident in abilities and proud of their achievements
- progressing optimally in all aspects of their development and learning
- to be part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world
- to participate and be able to represent themselves in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

To be resilient means to

- be sure of their self-worth and dignity
- be able to be assertive and state their needs effectively
- be able to overcome difficulties and problems
- be positive in their outlook on life
- be able to cope with challenge and change
- have a sense of justice towards self and others
- to develop a sense of responsibility towards self and others
- to be able to represent themselves and others in key decision-making processes

To be actively listened to and heard means:

- adults who are close to children recognise their need and right to express and communicate their thoughts, feelings, and ideas
- adults who are close to children can tune in to their verbal, sign, and body language to understand and interpret what is being expressed and communicated
- adults who are close to children can respond appropriately and, when required, act upon their understanding of what children express and communicate
- adults respect children's rights and facilitate children's participation and representation in imaginative and child-centred ways in all aspects of core services.

0 Policy and procedures implementation and review

Aim

We have one set of policies and procedures which are consistent across our early education and childcare provision and in line with the current EYFS requirements.

Objectives

We adhere to and implement operational policies and procedures by:

- ensuring that all members of staff, agency workers, assistants, and students (hereon referred to collectively as staff), are aware of their role and responsibility in policy and procedure implementation
- ensuring that members of staff are aware of the content of the policies and procedures through:
 - induction
 - line management and staff meetings and training events
 - contributing feedback to procedure review
 - use of relevant publications
- staff are aware of their duty to adhere to the operational policies and procedures and how they contribute to a consistent approach throughout the organisation.
- all policies and procedures are reviewed annually as a minimum and when there are any changes to the settings practice or legislation

Legal references

Childcare Act (2006)

Education Act (2011)

0.0 Implementation and review procedure

We have one set of policies and procedures which are consistent across our provision and in line with the current EYFS requirements.

- Policies and procedures are written and reviewed annually as a minimum or when there is a change in practice or legislation.
- Changes are only made to the policies and procedures by the directors of Isabello's Preschool in liaison with the setting manager where risk assessment or other reasons indicate that this is required.
- Policies and procedures are risk assessed and reviewed following any incident that is reportable under RIDDOR.
- Disciplinary action may be taken where individuals have disregarded policies and procedures.

Familiarisation and implementation

- It is the responsibility of every member of staff, agency worker, assistant, volunteer and student (hereon referred to as staff for clarity), within the setting to adhere to and always implement the policies and procedures.
- The setting manager offers advice and support to staff regarding procedure implementation.
- An overview of policies and procedures is included in induction for individual members of staff, with specific emphasis given to safeguarding procedures.
- Members of staff must sign to say that they are aware of and will adhere to the current policies and procedures.
- Members of staff understand that they must refer to the procedures as they support all aspects of their work within the setting.
- Staff meetings and in-house training events are used as opportunities to focus on procedures as required, and to discuss their implementation.
- Where there is an outbreak of a communicable disease or infection, the relevant procedure is photocopied and displayed for parents' reference during the outbreak.
- Other procedures may be displayed where a situation arises, for example to highlight health and safety concerns such as closing the gate.
- Following implementation of a procedure, such as emergency evacuation or other health and safety procedures, the setting manager will conduct a review as follows:
 - did all members of staff follow the procedure?
 - is further training required on any aspect of implementation?
 - did the procedure fit the circumstance; does it need adapting or changing?

Parents

- Parents/carers know how to access a full set of policies and procedures.
- Parent/carer forums (if in place) are used as opportunities to explain and discuss the implementation of the policies and procedures.

01 Health and safety policy

Designated Health and Safety Officer: Emma Montero

Aim

Isabello's Preschool is a suitable, clean and safe place for children to be cared for, where they can grow and learn. We meet all statutory requirements for health and safety and fulfil the criteria for meeting the Early Years Foundation Stage Safeguarding and Welfare Requirements.

Objectives

- We recognise that we have a corporate responsibility and duty of care towards those who work in and receive a service from our provision. Individual staff and service users at Isabello's Preschool also have responsibility for ensuring their own safety as well as that of others. Adherence to policies and procedures and risk assessment is the key means through which this is achieved.
- Insurance is in place (including public liability) and an up-to-date certificate is always displayed.
- Risk assessment is carried out where it is helpful to do so, to ensure the safety of children, staff, parents, and visitors. Legislation requires all those individuals in the given workplace to be responsible for the health and safety of premises, equipment and working practices.
- Smoking and vaping are not allowed on the premises, both indoors and outdoors. If children use any public space that has been used for smoking or vaping, members of staff ensure that there is adequate ventilation to clear the atmosphere. Staff do not smoke or vape in their work clothes and are requested not to smoke or vape within at least one hour of working with children. The use of electronic cigarettes is not allowed on the premises.
- Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff are taking medication that they believe may impair them, they must seek further medical advice and only work directly with children if that advice is that the medication is unlikely to impair their ability to look after children. The setting manager must be informed.
- Alcohol must not be brought onto the premises for consumption.
- Risk assessments are monitored and reviewed by those responsible for health and safety.

Legal references

Health and Safety at Work etc Act 1974

Health and Safety (Consultation with Employees) Regulations 1996

Management of Health and Safety at Work Regulations (1999)

Regulatory Reform (Fire Safety) Order 2005)

Electricity at Work Regulations (1989)

Regulation (EC) No 853/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Manual Handling Operations Regulations (1992) (Amended 2002)

Medicines Act (1968)

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) (Amendment) Regulations 2012

Control of Substances Hazardous to Health (COSHH) Regulations 2004

Health and Safety (First Aid) Regulations 1981

Childcare Act 2006

Further guidance

Dynamic Risk Management in the Early Years (Alliance Publication)

Health and Safety Executive Managing risks and risk assessment at work: Overview - HSE

Food Standards Agency Food Standards Agency - GOV.UK

Ministry of Housing, Communities & Local Government Ministry of Housing, Communities and Local Government - GOV.UK

01.01 Risk assessment

What is health and safety?

Health and safety is described as the regulations and procedures intended to prevent accidents or injuries in workplaces or public environments. The Health and Safety Executive (HSE) describes health and safety as 'an ongoing process, not a one-off task'. Risk assessment, including 'dynamic' risk assessment, is key to achieving this.

What is risk assessment?

Risk assessment involves awareness of the environment and activities that could cause harm and deciding what needs to be done to prevent that harm, making sure identified actions are adhered to and updated as required.

The law does not require that all risks be eliminated - but that 'reasonable precaution' is taken. This is particularly important when balancing the need for children and young people to manage appropriate risks through physically challenging play. Children and young people need the opportunity to work out what is not safe and what they should do when faced with a risk.

Risk assessments are carried out at Isabello's Preschool to ensure the safety of children, staff, parents, carers, and visitors. Individuals in the workplace are responsible for the health and safety of premises, equipment and working practices. We have a 'corporate responsibility' and 'duty of care' to those who work in and receive a service from our provision. Individuals are also responsible for ensuring their own and others safety.

Daily safety sweeps and checks indoors and outdoors.

Health and safety risk assessments

Health and safety risk assessments inform procedures. Staff, parents, and carers are involved in reviewing risk assessments and procedures, as they are the ones with first-hand knowledge as to whether the control measures are effective, and they can give an informed view to help update these procedures accordingly.

The setting manager undertakes training and ensures staff have adequate training in health and safety matters and takes overall responsibility for health and safety including risk assessments. The setting manager ensures that checks/work to premises are carried out and records are kept.

- Electricity safety by a qualified electrician.
- Fire precautions to check that all fire-fighting equipment and alarms are in working order.
- Hot air heating systems/air conditioning systems cleaned and checked.
- Deep clean is carried out in kitchen.

The setting manager ensures that staff members carry out risk assessments that include relevant aspects of fire safety and food safety, in each of the following areas of the premises: (this is not an exhaustive list and needs personalising to suit your setting)

- Entrance and exits.
- All rooms that staff and children access
- Outdoor areas.
- Off-site venues used regularly.
- Group rooms.
- Main kitchen.
- Staff/parent/carers room.
- Rooms used by others or for other purposes.

The setting manager ensures staff members carry out risk assessment for off-site activities, such as children's outings (including use of public transport), including:

- Forest school and beach school.
- Other duties off-site such as attending meetings, banking, etc.

The setting manager ensures staff members carry out risk assessment for work practice including:

- Arrivals and departures.
- Children with allergies and special dietary needs or preferences.
- Serving food in group rooms.

- Cooking activities with children.
- Supervising outdoor play and indoor/outdoor climbing equipment.
- Assessment, use and storage of equipment for disabled children.
- Visitors bringing equipment or animals for children's learning experiences, for example, fire engines.
- Following any incidents involving threats against staff or volunteers.
- Following any accident or incident involving staff or children.

The setting manager liaises with Crime Prevention Officers as appropriate to ensure security arrangements for premises and personnel are appropriate.

Dynamic risk assessments

These ongoing risk assessments are carried out by staff to identify and respond to risk as they arise during the day. For example, an educator may notice a wet floor, so will take prompt action to reduce the risk.

01.02 Group rooms and corridors

- Significant changes such as structural alterations or extensions are reported to Ofsted.
- A risk assessment is done to ensure the security of the building during building work.
- Door handles are placed high, or alternative safety measures are in place.
- Chairs are stacked safely and not too high.
- There are no trailing wires; all radiators are guarded.
- Windows are opened regularly to ensure flow of air.
- Floors are properly dried after mopping up spills.
- Staff hold the hand of toddlers and children who require assistance.
- Materials and equipment are not generally stored in corridors, but where this is the case, it does not block clear access or way out.
- Blinds fitted with cords are always secured by cleats. There are no dangling cords.
- There is no safety reason to use socket inserts, modern plug sockets have no risk of electrocution if something is poked into them. Socket covers (that cover the whole socket and switch) may be used.

01.03 Kitchen

General safety

- Doors to the kitchen are always kept closed.
- Shutters to hatches are kept closed when cooking is taking place.
- Children do not have unsupervised access to the kitchen.
- Children are not taken to the kitchen when meal preparation is taking place.
- Staff do not normally take tea breaks in the kitchen unless there is no alternative, in which case, tea-breaks are not taken in the kitchen when food is being prepared.
- Wet spills are mopped immediately.
- Mechanical ventilation is used when cooking.
- A clearly marked and appropriately stocked First Aid box is kept in the kitchen.

Cleanliness and hygiene

Staff at Isabello's Preschool follow the recommended cleaning schedules in Safer Food Better Business (SFBB).

- Floors are washed down at least daily.
- All work surfaces are washed regularly with anti-bacterial agent.
- Inside of cupboards are cleaned monthly.
- Cupboard doors and handles are cleaned regularly.
- Fridge and freezer doors are wiped down regularly.
- Ovens/cooker tops are wiped down daily after use; ovens are fully cleaned monthly.
- If dishwashers break down, washing up done by hand is carried out in double sinks, where available, one to wash, one to rinse.
- Where possible all crockery and cutlery are air dried.
- Plates and cups are only put away when fully dry.
- Tea towels, if used, are used once. They are laundered daily.
- Any cleaning cloths used for surfaces are washed and replaced daily.
- There are a mop, bucket, broom, dustpan, and brush set aside for kitchen use only.
- Any repairs needed are recorded and reported to the manager.
- Food handlers/cooks/domestic assistants adhere to Safer Food Better Business at <https://www.food.gov.uk/business-guidance/safer-food-better-business>
- Chip pans are not used.

Further guidance

Safer Food Better Business: Food safety management procedures and food hygiene regulations for small business:
www.food.gov.uk/business-guidance/safer-food-better-business

01.04 Children's bathrooms and changing areas

- Children's spare clothing, wipes, nappies or pants are stored in their own named bag or backpack.
- Older children/toddlers have low changing surfaces they can be assisted to climb on to, or floor surface is used. Staff should not have to lift heavy toddlers on to waist high units.
- Changing mats are cleaned and disinfected in child change areas before children arrive.
- Disposable nappies/training pants are cleared of solid waste and placed in nappy disposal units.
- Reusable nappies are cleared of solid waste (as above) and bagged to be sent home for laundering.
- Staff use single use gloves and aprons to change children and wash hands when leaving changing areas. Please note that gloves are not always required for a wet nappy if there is no risk of infection, however, gloves are always available for those staff who choose to wear them for a wet nappy. Gloves are always worn for a 'soiled' nappy.
- Staff never turn their backs on or leave a child unattended whilst on a changing mat.
- Changing areas or stands are provided for older (disabled) children, if required.
- Changing mats used for children are covered in tissue roll for each change.
- Changing mats are disinfected after each change.
- Anti-bacterial spray is not used where residue may have direct contact with skin.
- Anti-bacterial sprays used in nappy changing areas are not left within the reach of children.
- Natural or mechanical ventilation is used; chemical air fresheners are not used.
- All other surfaces are disinfected daily.

Children's toilets and wash basins

- Children's toilets are cleaned twice daily using disinfectant cleaning agent for the bowls (inside and out), seat and lid, and whenever visibly soiled.
- Toilet flush handles are disinfected daily.
- Toilets not in use are checked to ensure the U-bend does not dry out and are flushed every week. Taps not in use are run for several minutes every two to three days to prevent infections such as Legionella.
- There is a toilet brush available for children's toilets. This is stored in the cleaning cupboard, along with a separate cleaning cloth.
- Cubicle doors and handles (or curtains) are washed weekly.
- Children's hand basins are cleaned twice daily and whenever visibly soiled, inside, and out using disinfectant cleaning agent. Separate cloths are used to clean basins etc. and are not interchanged with those used for cleaning toilets. Colour coded cloths are used.
- Mirrors and tiled splash backs are washed daily.
- Paper towels are provided.
- Bins are provided for disposal of paper towels and are emptied daily.
- All bins are lined with plastic bags.
- Staff who clean toilets wear rubber gloves.
- Staff changing children wear gloves and aprons as appropriate.
- Wet or soiled clothing is sluiced, rinsed, and put in a plastic bag for parents to collect. The plastic bag is always placed out of the reach of children.
- Floors in children's toilets are washed twice daily.
- Spills of body fluids are cleared and mopped using disinfectant.
- Mops are rinsed and wrung after use and stored upright, not stored head down in buckets.
- Mops used to clean toilets or body fluids from other areas are designated for that purpose only and kept separate from mops used for other areas. Colour coding helps keep them separate.
- Used water is discarded down the sluice or butler sink.
- Butler sinks and sluices are cleaned and disinfected at the end of each day.

Shared toilet and clothing arrangements

- Staff use the same toilet facilities as the children. Staff maintain children's privacy and dignity, follow safeguarding arrangements, ensure supervision remains appropriate and leave the facilities clean and ready for use.

- There is no laundry area. Soiled clothing is not laundered on site; it is placed in a securely tied, labelled bag and returned to the parent or carer.

01.05 Short trips, outings and excursions

Planning and preparation

- Outings have a purpose with specific learning and development outcomes.
- If staff are 'borrowed' from another area to maintain ratios on an outing, they are fully briefed about the children they are accompanying.
- The excursion does not go ahead if concerns are raised about its viability at any point.
- Parents/carers are informed of an outing and staff check that consent forms on children's registration were signed.
- A minimum of two staff, one of whom must be Level 3 and hold a paediatric first aid certificate, accompany children on outings. A ratio of no more than 1:2 is used for children aged two to three and for children who need additional support, unless the trip-specific risk assessment requires a higher level of supervision. Older children have a ratio of 1:4 as a maximum. Ratios are always dependent on the needs of individual children and a 1:1 ratio or higher may be needed. This should be assessed before every trip. If a child/young person has a specific health need that requires specialist training, then the allocated member of staff must be trained and confident to meet their medical needs.
- Children are specifically allocated to each member of staff/volunteer; they are responsible for supervising their designated children for the duration of the excursion. They are fully briefed about the children they are responsible for.
- Regular head counts take place when moving from one location to another.
- Parents/carers on outings are responsible for their own children only.
- Parents/carers who have undergone vetting as volunteers may be included in the ratio, if they have completed their induction and the manager has assessed and recorded that they are competent.
- A mobile phone belonging to the setting and small first aid kit is taken out.
- Staff make sure they have water, plastic cups, spare nappies/change of clothes and wet wipes for the children going out appropriate to the length of time they are out for.
- Sun cream is applied as needed and children are clothed appropriately.
- Children wear badges or 'high viz' vests with the name and number of the setting.
- Staff have emergency contacts, medication and equipment needed for children.

Risk assessment

- Risk assessment, if required, is completed prior to the outing and signed off by the setting manager and all staff taking part. Any existing risk assessments are reviewed/amended as required.
- Children with specific needs have a separate risk assessment if necessary.

Outing venue (larger outings)

- Venues used regularly are 'risk assessed' and an initial pre-visit is made to look at the health and safety aspects. If pre-visits cannot be made, risk assessment is achieved by calling the venue and asking for their risk assessment.

Transport

- If coach hire is required for an outing, only reputable companies are used.
- The setting manager ensures that seat belts are provided and used on the coach, and that booster seats and child safety seats are used as appropriate to the age of the children.
- The maximum seating capacity of the coach or minibus is not exceeded.
- Contracted drivers are not counted in ratios.
- Public transport should always be a maximum a ratio of 1-2 (unless agreed with the setting manager).
- Staff do not use their own vehicles to transport children for trips and outings.

Where transport is provided by the setting

- Records are kept including insurance details and a list of named drivers.
- Drivers using their own transport should have adequate insurance cover.

Forest School and Beach School sessions (not on site)

- A separate risk assessment is conducted, and Forest/Beach School standard procedures are followed.
- The sessions always have a level 3 trained Forest/Beach school educator.

Farm and zoo visits

Staff are aware of the risks posed by infections such as E. coli being contracted from animals. They are also aware of toxic substances used on farms that could be hazardous to health. Staff are vigilant of the natural dangers presented by a farm or zoo visit and conduct a risk assessment prior to the visit.

- The venue is contacted before the visit to ensure no recent E. coli outbreaks or other infections. If there has been an outbreak, the visit will be reviewed and may be postponed.
- Hands are washed and dried thoroughly after touching an animal.
- Nothing is consumed whilst going round the farm. Food is eaten away from animals, after thoroughly washing hands.
- Children are prevented from putting their faces against animals or hands in their own mouths.
- If animal droppings are touched, hands are washed and dried immediately.
- Shoes are cleaned and hands washed thoroughly as soon as possible on departure.
- Staff or volunteers who are or may be pregnant should avoid contact with pregnant ewes and may want to consult their own GP before the visit.
- Farmers have a responsibility to ensure that hand washing and drying facilities are available and are suitably located, that picnic areas are separate and clean, and that all other health and safety laws are fully observed.

Suspicious behaviour observed.

If a member of staff, student, parent / carer or child / young person, notices that a member of the public is behaving suspiciously near a group of children / young people on an outing this is reported immediately to the designated lead for the trip or outing. Suspicious behaviour might include:

- A known person who should not have contact with a specific child / young person, i.e., as part of a Child Protection Plan or a Court Order, tries to approach the child.
- A member of the public is paying too much attention to the group or following them.
- A member of the public is taking photographs or videoing the group, or,
- any other behaviour that raises concerns for the safety of the children, including indecent behaviour.

The following actions take place dependent on the location of the concern:

Inside a public building

- The group stays together and the designated lead for the outing locates a security guard, or reception desk to report their concerns.
- The group returns to the setting immediately if the children have been upset, or the person acting suspiciously cannot be located by security staff.

In a public outdoor area

- The group stays together and moves away from the area where the person is behaving suspiciously. Moving towards a more densely populated area, or a 'safe' indoor space.
- If they are followed, the lead person phones the Police to report the behaviour.
- The lead person conducts a dynamic risk assessment to decide if they should challenge the behaviour, for example, 'please do not take photographs of the children.', making sure that their actions do not cause alarm to the children or put themselves at any risk. Please note that in most circumstances the person acting suspiciously should not be approached - the safety of the group remains paramount.
- The Police are informed of the incident as soon as possible and a description of the person is given. The designated lead for the outing will act on the advice of the Police for the group to either remain at the site, or to return to the setting.
- On return to the setting the critical safeguarding incident is recorded, and the incident is reviewed with the Service Manager who will advise on how parents are informed.

For further guidance, refer to the insurance provider.

Larger outings checklist

There is an identified lead person for the outing.

- The outing has an educational purpose and has been agreed with the setting manager.
- Risk assessments, if required, are completed/updated and shared with every staff, student/volunteer accompanying the children.
- Staff understand the potential risks when they are out with children and take all reasonable measures to remove minimise risks.
- Bouncy castles and similar attractions are not accessed by children on an excursion.
- The designated lead is the last to leave the venue, or transport being used.
- The designated lead conducts a 'safety sweep' before during and after the outing.

Further guidance

Daily Register and Outings Record (Alliance Publication)

Introducing Forest School in the Early Years (Alliance Publication)

Preventing Accidents to Children on Farms (Health and Safety Executive 2013)

01.06 Outdoors

- At Isabello's Preschool all gates and fences are childproof, safe, and secure.
- Areas are checked daily, before children arrive to make sure animal droppings, litter, glass etc., is removed. Staff wear rubber gloves to do this.
- Bushes or overhanging trees are checked to ensure they do not bear poisonous berries.
- Stinging nettles and brambles are removed if they pose a risk to younger children.
- Safety mats are provided under climbing equipment, even when on grass
- Wooden equipment is maintained safely, put away daily and not used if broken.
- Wooden equipment is sanded and varnished as required.
- Broken climbing equipment or outdoor toys are removed and reported to the setting manager.
- Children are always supervised within ratios outside.
- Children are suitably attired for the weather conditions and type of outdoor activities.
- Sun cream (factor 30 as minimum) (if parents have given permission) is applied and hats are worn during the summer months.
- Outdoor play is avoided in extreme heat between noon and 3pm.
- Children who have no adequate means of sun protection, such as hat, long sleeves and trousers or sun cream, will not be able to play outdoors in un-shaded areas.
- Shade from the sun is created wherever possible
- Children are supervised on climbing equipment, especially younger children.
- Water play is not left out but is cleared, cleaned and stored after each use.
- Receptacles are left upturned to prevent collection of rainwater, this is important in areas where there are vermin to prevent urine/faeces contaminating the water.
- Sightings of vermin are recorded and reported to the manager who reports to the Environmental Health's Pest Control Department.
- Outdoor areas that have flooded are not used until cleaned down and restored. Grassed areas are not played on for at least one week after the floodwater has gone.
- If paddling pools are used, a risk assessment is conducted and consideration given to the needs of disabled children or those less ambulant.

Drones

If there are concerns about a 'drone' being flown over the outdoor area, that may compromise children's safety or privacy, the setting manager will contact the police on 101.

- Children will be brought inside immediately.
- Parents/carers will be informed that a drone has been spotted flying over the outdoor area and will be advised fully of the actions taken by the setting.
- The police will have their own procedures to follow and will act accordingly.
- If at any point following the incident, photographs taken by a drone emerge on social media that could identify the nursery or individual children, these are reported to the police.
- A record is completed in the Notifiable Incident Record unless there is reason to believe that the incident might have safeguarding implications, for example:
 - the drone has hovered specifically over the outdoor area for any length of time
 - there is a likelihood that images of the children have been recorded
 - is spotted on more than one occasion
 - if the Police believe there is cause for concern

Where this is the case, 06 Safeguarding children, young people and vulnerable adults procedures are followed.

Further guidance

Reportable Incident Record (Alliance Publication)

01.07 Maintenance and repairs

Any faulty equipment or building fault at Isabello's Preschool is recorded, including:

- Date fault noted.
- Item or area faulty.
- Nature of the fault and priority.
- Is a risk assessment required?
- Who the fault was reported to for action.
- Action taken, when and by whom.
- If no action taken by the agreed date, when and by whom the omission is followed up.
- Date action completed.

Any area that is unsafe because repair is needed, such as a broken window, should be made safe and separated off from general use.

- Any broken or unsafe item is taken out of use and labelled 'out of use'.
- Any specialist equipment (e.g. corner seat for a disabled child) which is broken or unsafe should be returned to the manufacturer or relevant professional.
- Any item that is beyond repair is condemned. This action is recorded as the action taken and the item is removed from the setting's inventory.
- Condemning items is done in agreement with the setting manager. Condemned items are then disposed of appropriately and not stored indefinitely on site.
- Where maintenance and repairs involve a change of access to the building whilst repairs are taking place, then a risk assessment is conducted to ensure the safety and security of the building is maintained.

01.08 Staff personal safety

General

- Members of staff at Isabello's Preschool who are in the building early in the morning or late in the evening, ensure that doors and windows are locked.
- Where possible, the last two members of staff in the building leave together after dark and arrange to arrive together in the morning.
- Visitors are allowed access only with prior appointments and once identifications are verified.
- When taking cash to the bank, members of staff are aware of personal safety. The setting manager carries out a risk assessment and develops an agreed procedure appropriate to the setting, staff, and location.
- Staff make a note in the shared diary of meetings they are attending and when they are expected back.
- The setting manager liaises with local police for advice on any issues or concerns.
- If there is reason for staff to feel concerned about entering premises on a visit, they do not do so, for example, if a parent or carer appears under the influence of drugs or alcohol.

If no contact is made after a reasonable amount of time has passed, the contact person rings the police.

Dealing with agitated parents/carers or other visitors in the setting

- If a parent/carers or visitor appears to be angry, mentally agitated, or possibly hostile, two members of staff will lead them away from the children to an area less open but will not shut the door behind them.
- If the person is standing, staff will remain standing.
- Staff will try to empathise, for example: 'I can see that you are feeling angry at this time'.
- Staff offer to discuss the issue of concern and show they recognise the concern.
- Staff will ensure that the language they use can be easily understood.
- Staff will make it clear that they want to hear issues and seek solutions.
- If the person makes threats and continues to be angry, members of staff make it clear that they will be unable to discuss the issue until the person stops shouting or being abusive, avoiding expressions like 'calm down' or 'be reasonable'.
- If threats continue, members of staff will explain that the police will be called and emphasise the inappropriateness of such behaviour in front of the children.
- Procedure 01.09 Threats and abuse towards staff and volunteers is implemented where staff feel threatened or intimidated.
- If the event involves a child's parent or carer, it is recorded in the child's file together with any decisions made with the parents/carers to rectify the situation.
- Any situation involving threats to members of staff are reported to the line manager, following procedure 01.09 Threats and abuse towards staff and volunteers.
- Copies of correspondence regarding the incident will be kept in the relevant child's file.

01.09 Threats and abuse towards staff and volunteers

Isabello's Preschool is responsible for protecting the health and safety of all staff and volunteers in its services and has a duty of care in relation to their physical and emotional well-being. We believe that violence, threatening behaviour and abuse against staff are unacceptable and will not be tolerated. Where such behaviour occurs, we will take all reasonable and appropriate action in support of our staff and volunteers.

- Staff and volunteers have a right to expect that their workplace is a safe environment, and that prompt and appropriate action will be taken on their behalf if they are subjected to abuse, threats, violence or harassment by parents, service users and other adults as they carry out their duties.
- The most common example of unreasonable behaviour is abusive or intimidating and aggressive language. If this occurs, the ultimate sanction, where informal action is not considered to be appropriate or has proved to be ineffective, is the withdrawal of permission to be on the premises.
- Where a person recklessly or intentionally applies unlawful force on another or puts another in fear of an immediate attack, it is an offence in law which constitutes an assault. We would normally expect the police to be contacted immediately.

There are three categories of assault, based on the severity of the injury to the victim.

- Common Assault - involving the threat of immediate violence or causing minor injury (such as a graze, reddening of the skin or minor bruise).
- Actual Bodily Harm - causing an injury which interferes with the health or comfort of the victim (such as multiple bruising, broken tooth or temporary sensory loss).
- Grievous Bodily Harm - causing serious injury (such as a broken bone or an injury requiring lengthy treatment).

There is also an aggravated form of assault based upon the victim's race, religion, disability or sexual orientation and other protected characteristics as defined in the Equality Act 2010 which carries higher maximum penalties.

It is important to note that no physical attack or injury needs to have occurred for a common assault to have taken place. It is sufficient for a person to have been threatened with immediate violence and put in fear of a physical attack for an offence to have been committed.

Any staff member or volunteer who feels under threat or has been threatened, assaulted, or intimidated in the course of their work must report this immediately to their manager who will follow the setting manager's procedures and guidance for responding.

999 should always be used when the immediate attendance of a police officer is required. The police support the use of 999 in all cases where:

- there is danger to life
- there is a likelihood of violence
- an assault is, or is believed to be, in progress
- the offender is on the premises
- the offence has just occurred, and an early arrest is likely

If it is not possible to speak when making a 999 call because it alerts an offender, cough quietly or make a noise on the line, then follow the prompts to dial 55 (mobiles only) for a silent call. Police may be able to trace the call and attend the premises.

Harassment and intimidation - including sexual harassment

Staff may find themselves subject to a pattern of persistent unreasonable behaviour from individual parents or service users. This behaviour may not be abusive or overtly aggressive but could be perceived as intimidating and oppressive. In these circumstances staff may face a barrage of constant demands or criticisms on an almost daily basis, in a variety of formats for instance, email or telephone. They may not be particularly taxing or serious when viewed in isolation but can have a cumulative effect over a period of time, undermining their confidence, well-being, and health. In extreme cases, the behaviour of the parent/carer or other service user may constitute an offence under the Protection from Harassment Act 1997, whereby:

A person must not pursue a course of conduct:

- (a) which amounts to harassment of another, and
- (b) which he knows or ought to know amounts to harassment of the other.

If so, the police have powers to act against the offender. Such situations are rare but, when they do arise, they can have a damaging effect on staff and be difficult to resolve. If the actions of a parent/carer are heading in this direction, staff should speak to their manager who will take appropriate action to support. This may include the manager sending a letter to the aggressor, warning them that their behaviour is unacceptable and may result in further action being taken against them. All incidents must be recorded and reported to the directors.

Banning parents/carers and other visitors from the premises

- Parents/carers and some other visitors normally have implied permission to be on the premises at certain times and for certain purposes, and they will not therefore be trespassers unless the implied permission is withdrawn.
- If a parent/carer or other person continues to behave unreasonably on the premises a letter will be sent to them from the directors withdrawing the implied permission for them to be there.
- Further breaches may lead to prosecution of the person concerned by the police, and they are treated as a trespasser.
- Full records are kept of each incident, in the Reportable Incident Record, including details of any person(s) who witnessed the behaviour of the trespasser(s), since evidence will need to be provided to the Court.

Dealing with an incident

- We would normally expect all cases of harassment, assault, and all but the most minor of other incidents, to be regarded as serious matters which should be reported to the setting manager and/or the police and followed up with due care and attention.
- A record of the incident must be made whether the police are involved or not.
- Whilst acknowledging that service users, i.e., parents and families, may themselves be under severe stress, it is never acceptable for them to behave aggressively towards staff and volunteers. Individual circumstances along with the nature of the threat are considered before further action is taken.
- All parties involved should consider the needs, views, feelings and wishes of the victim at every stage. We will ensure sympathetic and practical help, support and counselling is available to the victim both at the time of the incident and subsequently.
- A range of support can be obtained:
 - from the setting manager, directors and/or a staff colleague
 - from Victim Support on giving evidence in court
- In non-urgent cases, where the incident is not thought to be an emergency, but police involvement is required, all staff and volunteers are aware of the non-emergency police contact number for the area.
- 999 calls receive an immediate response. Unless agreed at the time, non-emergency calls are normally attended within 8 hours (24 hours at the latest).
- When they attend the setting or service, the police will take written statements from the victim (including a 'Victim Personal Statement') and obtain evidence to investigate the offence in the most appropriate and effective manner.
- The police will also consider any views expressed by the setting manager and directors as to the action they would like to see taken. The manager should speak to the victim and be aware of his or her views before confirming with the police how they wish them to proceed.
- In some cases, the victim may be asked by the police if he/she wishes to make a complaint or allegation against the alleged offender. It is important to ensure that the victim can discuss the matter with their line manager, a colleague or friend before deciding on their response. It is helpful for the victim to be assured that, if there is a need subsequently to give evidence in court, support can be provided if it is not already available from Victim Support.
- The decision regarding whether an individual is prosecuted is made by the police or Crown Prosecution Service (CPS) based on the evidence and with due regard to other factors.
- After the incident has been dealt with, a risk assessment is done to identify preventative measures that can be put in place to minimise or prevent the incident occurring again.

Harassment or intimidation of staff by parents/carers/visitors

- Through open communication between staff and parents/carers a culture of respect and tolerance should always be promoted. Should this communication and relationship break down due to a parent or parents/carers behaviour towards the staff member the setting manager should contact their line manager for advice and

support. Where the staff member feels threatened or intimidated the aggressive and unacceptable behaviour should be addressed.

- Where the parent/carers behaviour merits it, the setting manager, with another member of staff present, should inform the parent/carer clearly but sensitively that staff feel unduly harassed or intimidated and are considering escalating the issue and making a complaint to the police if the behaviour does not desist or improve. The parent/carer should be left in no doubt about the gravity of the situation and that this will be followed up with a letter drafted by the setting manager but sent to their line manager for approval before being issued.
- The letter to the parent/carers should outline the zero-policy approach for any form of harassment, intimidation or abuse directed at staff.
- Staff must keep a record of incidents, including dates, times, locations, and witnesses, to support future action and meet reporting procedures as outlined in policy 7 - record keeping
- If the investigation concludes that the parents/carers expectations and demands are unreasonable, and that they are having a detrimental effect on staff, the findings can strengthen the setting manager's position in further discussions with the parent/carer and subsequently, if necessary, with the police. See procedures above relating to banning parents/carers from the premises.
- If the investigation concludes that the parents/carers expectations and demands are reasonable and if the parent/carer feels unhappy with the staff member or the setting itself the setting manager and/or directors might wish to consider advising the parent/carer to make a formal complaint. Information about how to complain is clearly displayed for parents/carers and service users.

Complaints relating to potential breaches of the EYFS Safeguarding and Welfare requirements will be managed according to the 10.2 Complaints procedure for parents/carers and service users.

Further guidance

Complaint Investigation Record (Alliance Publication)

Reportable Incident Record (Alliance Publication)

01.10 Entrances and approach to the building

- Entrances and approaches are kept tidy and always uncluttered.
- In public or shared buildings, staff ensure that members of the public cannot access areas used by children during sessions.
- All gates and external fences are childproof and safe.
- Main doors are always kept locked and shut.
- Where possible, entry phones and 'spy holes' are used in the main door at a suitable height.
- The identity of a person not known to members of staff is checked before they enter the building, or at the point they seek access to the area where children are being cared for.
- All staff and visitors to the setting sign in and out of the building.
- A member of staff is available to open and close the door and to greet arrivals, say goodbye to parents/carers and to make sure that doors and gates are shut.
- Back doors are always kept locked and shut if they lead to a public or unsupervised area, unless this breaches fire safety regulations or other expectations.
- Where building works or repairs mean that normal entrances/exits or approaches to the building are not in use, a risk assessment is conducted to maintain safety and security whilst the changes are in place.
- Building works or other changes to the premises which may affect the space available to children and the quality of childcare available to them, must be notified to Ofsted.

01.11 Control of Substances Hazardous to Health (COSHH)

- Staff at Isabello's Preschool implement the current guidelines of the Control of Substances Hazardous to Health (COSHH) Regulations.
- Personal protective equipment (PPE), such as rubber gloves, latex free/vinyl gloves, aprons etc., is available to all staff as needed and stocks are regularly replenished.
- Hazardous substances are stored safely away from the children.
- Chemicals used in the setting should be kept to the minimum to ensure health and hygiene is maintained.
- Risk assessment is done for all chemicals used in the setting.
- Environmental factors are considered when purchasing, using and disposing of chemicals.
- All members of staff are vigilant and use chemicals safely.
- Bleach is not used in the setting.
- Anti-bacterial soap/hand wash is not normally used, unless specifically advised during an infection outbreak, such as Pandemic flu or Coronavirus.
- Anti-bacterial cleaning agents are restricted to toilets, nappy changing areas and food preparation areas and are not used when children are nearby.
- Members of staff wear suitable rubber gloves when using cleaning chemicals.

01.12 Manual handling

- All staff at Isabello's Preschool comply with risk assessment and have a personal responsibility to ensure they do not lift objects likely to cause injury.
- Members of staff bring the setting manager's attention to any new risk, or situations where the control measures are not working.
- Risk assessments may need to be changed for some individuals, such as a pregnant woman, or staff with an existing or previous injury or impairment that may affect their capacity to lift or move items.
- The setting manager ensures that they and their staff are trained to lift and move heavy objects and unstable loads correctly. Children and young children are also heavy and need to be lifted and carried carefully and correctly.

Managers are responsible for carrying out risk assessment for manual handling operations, which includes lifting/carrying children and lifting/carrying furniture or equipment.

Identifying hazards and risks

Manual handling can cause back injuries, strains, sprains, joint problems and long-term musculoskeletal disorders.

Common hazards include:

- Heavy, awkward or unstable loads.
- Unpredictable movement from children.
- Repetition, poor posture, twisting, stooping or overreaching.

Manual handling risk assessment

Risk assessments must be completed for significant manual handling activities using the TILE principles.

T - Task

- Consider whether handling can be avoided or redesigned.
- Assess frequency, repetition, distance and rest breaks.
- Use task rotation and avoid prolonged carrying where possible.

I - Individual

- Consider height, build, strength, capability, experience and competence.
- Take account of medical conditions, previous injuries and pregnancy.

L - Load

- Assess weight, size, shape, stability and ease of grip.
- Consider whether the load may move unexpectedly.

E - Environment

- Consider weather conditions for outdoor tasks.

Guidelines

- Risk assess the task, plan the route and remove obstructions
- Do not lift heavy objects alone. Seek help from a colleague and discuss the task beforehand.
- Keep the load close, adopt a stable stance and bend from the knees.
- Lift smoothly and avoid sudden movement, twisting, stooping or overreaching.
- Bend from the knees rather than the back.
- Do not lift very heavy objects, even with others, that are beyond your strength.
- Use trolleys for heavy items that must be carried or moved on a regular basis.
- Items should not be lifted onto, or from, storage areas above head height.
- Do not stand on objects, other than proper height steps, to reach high objects and never try to over-reach.
- Push rather than pull heavy objects.
- Do not hold children by standing and resting them on your hips.

- Please note this is not an exhaustive list.

Children with disabilities or additional needs

Some children and young people may require specialist handling arrangements.

In these circumstances:

- An individual risk assessment and handling plan must be completed.
- Appropriate specialist equipment must be provided where required.
- This may include hoists, slings or other approved equipment.
- Only staff who have received appropriate training should use specialist equipment.
- Handling plans should be reviewed regularly and whenever needs change.

Monitoring and Review

Managers will:

- Review accident and incident records.
- Investigate manual handling injuries and near misses.
- Review risk assessments following incidents or significant changes.
- Monitor compliance with this procedure.

This procedure will be reviewed annually or sooner if legislation, guidance or operational practice changes.

Legislation

This procedure is based on the requirements of:

- Health and Safety at Work etc. Act 1974.
- Manual Handling Operations Regulations 1992 (as amended).
- Management of Health and Safety at Work Regulations 1999.

These regulations require employers to avoid hazardous manual handling where practicable, assess remaining risks, reduce risks as far as reasonably possible and provide suitable information, instruction and training.

01.13 Festival and other decorations

General

- At Isabello's Preschool safety precautions apply equally to decorations put up for any festival as well as to general decorations in the setting. Children are informed of dangers and safe behaviour, relative to their level of understanding.

Decorations

- Only fire-retardant decorations and fire-retardant artificial Christmas trees are used.
- Lit candles are never used.

Electrical equipment.

- Electrical equipment (a light, extension leads, etc.) must be electrically PAT tested before use.
- If using tree lights, place the tree close to an electrical socket and avoid using extension leads. Always fully uncoil any wound extension lead to avoid overheating.
- Remember to unplug the lights at the end of the day.
- Electrical leads are arranged in such a way that they do not create a trip hazard.

Location

- Trees and decorations must never obstruct walkways or fire exits.
- Do not place decorations on or close to electrical equipment (e.g. computers); they are a fire hazard.
- Decorations must be clear of the ceiling fire detectors, sprinklers and lights.

Children's areas

- Christmas trees and other free-standing decorations are placed where children cannot pull them over.
- Glass decorations are not used.

01.14 Jewellery and hair accessories

At Isabello's Preschool children, staff members, assistants, volunteers and students do not attend the setting wearing jewellery or fashion accessories that may pose a potential hazard to other children or themselves.

- Health and safety take precedence over respect for culture, religion or fashion.
- Members of staff do not wear jewellery or fashion accessories, such as belts or high heels, that may pose a danger to them or to young children. These include large rings with sharp edges, earrings - other than studs, chain necklaces, or bracelets with attachments that can be pulled off, or belts with large buckles.
- Parents/carers must ensure that any jewellery worn by children poses no risk, for example, earrings which may get pulled, bracelets which can get caught when climbing, or necklaces that may pose a risk of strangulation.
- Children may wear small, smooth stud earrings.
- Children, staff, and volunteers do not wear anything with sharp edges that could scratch children, or jewellery with small elements that could become detached and swallowed.
- Parents/carers are requested not to send children wearing hair beads. If staff see beads that are coming loose, they will remove them.
- Hair accessories that may pose a choking hazard to other children should they become detached, should be removed if members of staff consider this to be a possibility.
- Amber beads for teething pain relief are not to be worn due to the risk of choking posed to the infant and other children who may remove them.

01.15 Animals and pets

At Isabello's Preschool

- Views of parents/carers and children are considered when selecting a pet for the setting.
- Staff will be aware of any allergies or issues individual children may have with any animals/creatures.
- A risk assessment is conducted and considers any hygiene and safety risks posed by the animal or creature.
- Suitable housing for the animal is provided and is regularly cleaned and maintained.
- The correct food is offered at the right times, and staff are knowledgeable of the pet's welfare and dietary needs.
- Arrangements are made for weekend and holiday care for the animal/creature.
- There are appropriate pet health care insurance or other contingencies agreed and put in place to pay for veterinary care, and the animal is registered with a local vet.
- All vaccinations and health measures such as de-worming are up to date.
- Children are taught correct handling of the pet and are always supervised.
- Children wash their hands after handling a pet and do not have contact with pet faeces, or soiled bedding.
- Members of staff wear single use vinyl/latex free gloves when cleaning/handling soiled bedding.
- Snakes and some other reptiles are not suitable pets for the setting due to infection risks.
- The manager will check with the directors before introducing a new pet into the setting.
- No dogs on the Government's banned dog breeds list are to be kept or otherwise present at the same premises as childcare at any time. This requirement still applies if the dog's owner has a certificate of exemption issued under the Dangerous Dogs Act 1991
- Animals brought in by visitors
- The owner of the animal/creature maintains responsibility for it in the setting.
- The owner carries out a risk assessment detailing how the animal/creature is to be handled and how any safety or hygiene issues will be addressed.
- No dogs on the Government's Banned Breed Dogs list are to be brought on to or otherwise present at the site by visitors including parents/carers at any time even if the owner has a certificate of exemption under the Dangerous Dogs Act 1991. All other dogs brought on site by parents/carers during arrival and departure times must be on the lead and under control. The manager reserves the right to request that a dog is not brought on site, if the animal is out of control, or likely to pose a risk.
- If staff are concerned that a family owns a dog which is on the 'banned breed dog' list, it is treated as a safeguarding concern and it is reported to the relevant authority and safeguarding procedures are followed.

Further guidance

<https://www.gov.uk/control-dog-public/banned-dogs>

01.16 Face painting and mehndi

Children at Isabello's Preschool are face painted only if parents/carers have given prior written consent. Verbal consent is fine at events where parents/carers are present.

- A child who does not want to have their face painted will not be made to continue.
- Children with open sores, rashes or other skin conditions are not painted.
- Members of staff painting children's faces wash their hands before doing so, cover any cuts or abrasions and ensure they have the equipment they need close to hand.
- Only products with ingredients compliant with FDA regulations for skin contact are used.
- Clean water is used to wash brushes and sponges between children. Ideally a sponge is used once only before being machine washed on a hot cycle.
- Staff face painting at an event ensure they have a comfortable chair, or shoes if standing, to reduce the risk of back or neck strain. Face painting is an activity that can cause repetitive stress injuries; therefore, regular breaks are taken at events such as fetes.

Mehndi painting

- Staff never mehndi paint children under three years old using henna/henna-based products.
- Parental permission must be gained before staff mehndi paint children over the age of three years old.
- Children prone to allergies, anaemia or suffering from any illness that may compromise their immune system are never painted under any circumstances.
- Black henna is never used and only 100% natural red henna (diluted with water) is used on children
- Non-henna products are preferable to create mehndi patterns but if the setting operates in an area where mehndi is practiced by families and the criteria above is followed then henna may be used.

01.17 Notifiable incident, non-child protection

Staff at Isabello's Preschool respond swiftly, appropriately and effectively in the case of an incident within the setting. Notifiable incidents in this procedure are those not involving child protection.

A 'notifiable' incident' could include:

- fire or suspected arson
- electrical fault or other utility failure
- burst pipe, severe leak or flooding
- severe weather that has caused an incident or damage to property
- break-in with vandalism or theft
- staff, parent, carer or visitor mugged or assaulted on site or in vicinity on the way to or from the setting
- outbreak of a notifiable disease
- staff or parent threatened/assaulted on the premises by a parent or visitor
- accidents due to any other faults (that are reportable under RIDDOR)
- lost child
- any event or information that becomes known, that may have implications for the setting or the wider organisation in the future use

The designated health and safety officer or another named person:

- has all emergency services numbers immediately to hand
- has a list of contacts for maintenance and repair
- ensure that members of staff know what to do in an emergency
- risk assess the situation and decides, with the directors, if the premises are safe to receive children before any children arrive or to offer a limited service

Emergency evacuation

In most instances, children will not be evacuated from the premises unless there is an immediate risk or unless they are advised to do so by the emergency services.

- There is an emergency evacuation procedure in place which is unique to the setting and based upon risk assessment in line with others using the building.
- Emergency evacuation procedures are practised regularly and are reviewed according to risk assessment (as above).
- Staff evacuate children to a pre-designated area (as per the fire drill), unless advised by the emergency services that the designated area is not suitable at that time.
- Once evacuated, nobody enters the premises, until the emergency services say so.
- Members of staff will always act upon the advice of the emergency services.

Emergency Closure

The circumstances under which the setting may be closed due to an incident include:

- The directors make the decision to close - thereby withdrawing the service.
- A third party makes the decision to close, for example:
 - a school, where the setting is on a school site
 - the children's centre/family hub (if on a children's centre/family hub site)
- the emergency services
- A parent/carers makes the decision for their child not to attend.
- If a parent/carers makes the decision for their child not to attend due to a critical incident, the child's fees are due as normal.
- Further consideration of individual incidences must be done in consultation with the directors.
- Recording and reporting
- On discovery of the notifiable incident, the member of staff reports to the appropriate emergency service, fire, police, ambulance, if those services are needed.

- The member of staff ensures that the setting manager and/or deputy are informed (if not on the premises at the time) and that the directors are informed.
- The setting manager completes and sends an incident record to the directors, who, according to the severity of the incident notifies Ofsted, and/or RIDDOR.
- If the incident indicates that a crime may have been committed, all staff witness to the incident should make a written statement.
- Staff do not discuss the incident with the press.

RIDDOR reportable events include:

- Specified injuries at work, as detailed at www.hse.gov.uk/pubns/indg453.pdf
- Fatal accidents to staff, children, and visitors (parents/carers).
- Accidents resulting in the incapacitation of staff for more than seven days.
- Injuries to members of the public, including carers and children, where they are taken to hospital.
- Dangerous 'specified' occurrences, where no-one is injured but they could have been. (these are usually industrial incidents).

This may include:

- a member of staff injures back at work through lifting and is off for two weeks
- a parent/carer slips on a wet floor near the water tray and is taken to hospital
- a child falls from a climbing frame and is taken to hospital
- the ceiling collapses
- an outbreak of Legionella
- The setting manager informs the directors and completes an accident and/or incident record; witness statements are taken as previously detailed.
- If the incident is RIDDOR reportable, the setting manager telephones HSE Contact Centre on 0345 300 9923 or reports online at www.hse.gov.uk/riddor/report.htm
- RIDDOR Reportable events require reporting to RIDDOR within 15 days of the event occurring.

The local authority investigates all reported injuries, diseases, or dangerous occurrences. They will decide if there has been a breach in health and safety regulations and will decide what measures will be taken.

The directors review how the situation was managed, as above, to ensure that investigations were rigorous, and that policies and procedures were followed.

- If an insurance claim is likely:
- Incidents such as fire, theft or flood are notified to the insurance provider immediately.
- The setting does not admit liability.
- If broken or faulty equipment is involved, it must not be repaired, destroyed, or disposed of, in case it is needed during the investigation.
- If communication from a solicitor is received on behalf of the injured party, this is sent directly to the insurance provider; the setting manager will then write to the solicitor to confirm that the letter has been passed on.
- The incident is not discussed with any outside persons, or other parents/carers, no matter what questions they may ask about their own child's safety in relation to the incident, as it is regarded as confidential under the Data Protection Act.

01.18 Emergency evacuation and lockdown

Lockdown

Most procedures for handling an emergency are focussed on an event happening in the building. However, in some situations you will be advised to stay put (lockdown) rather than evacuate. 'Lockdown' of a building/group of buildings is intended to secure and protect occupants in the proximity of an immediate threat. By controlling movement, emergency services can handle the situation more effectively.

- The setting manager at Isabello's Preschool assesses the likelihood of an incident happening based on their location.
- The setting manager ensures that the emergency evacuation and lockdown procedures are included in staff training and induction.
- The setting manager will check their police website for advice and guidance.
- Local police contact numbers are clearly displayed for staff to refer to.
- Staff rehearse simple 'age appropriate' actions with the children such as staying low to the floor, keeping quiet and listening to instructions. Lockdown should be rehearsed and recorded termly.
- The setting manager is aware of the terrorist alert level, as available at www.mi5.gov.uk/threat-levels.
- The setting manager follows any additional advice issued by the local authority.
- Emergency procedures are reviewed and added to if needed.
- Information is shared with parents/carers, and all staff are aware of their role during 'lockdown.'
- A text/phone message is issued to parents/carers when lockdown is confirmed.

Suggested wording for parent/carer message

Due to an incident, we have been advised by emergency services to secure the premises and stay put until we are given the 'all clear'. Please do not attempt to collect your child until it is safe to do so. We will let you know as soon as we are able to, when that is likely to be. In the meantime, we need to keep our telephone lines clear and would appreciate your cooperation in not calling unless it is vital that you speak to us.

Lockdown procedures

If an incident happens the setting manager assesses the likelihood of immediate danger. In most cases the assumption will be that it is safer to stay put and go into 'lockdown' until the emergency services arrive. As soon as the emergency services arrive at the scene staff comply with their instructions.

During 'lockdown'

- Staff and children stay in their designated areas if it is safe to do so.
- Doors and windows are secured until further instruction is received.
- Curtains and blinds are closed where possible.
- Staff and children stay away from windows and doors.
- Children are encouraged to stay low and keep calm.
- Staff tune into a local TV or radio station for more information.
- Staff do NOT make non-essential calls on mobile phones or landlines.
- If the fire alarm is activated, staff and children remain in their designated area and await further instructions from emergency services, unless the fire is in their area. In which case, they will move to the next room/area, following usual fire procedures.

The door will not be opened once it has been secured until the manager is officially advised "all clear" or is certain it is emergency services at the door.

During lockdown staff do NOT

- Travel down long corridors.
- Assemble in large open areas.
- Call 999 again unless there is immediate concern for their safety, the safety of others, or they feel they have critical information that must be passed on.

Following lockdown

- Staff will cooperate with emergency services to assist in an orderly evacuation.
- Staff will ensure that they have the register and children's details.
- Staff or children who have witnessed an incident will need to tell the police what they saw. The police may require other individuals to remain available for questioning.
- In the event of an incident, it is inevitable that parents will want to come to the setting and collect their children immediately. They will be discouraged from doing so, until the emergency services give the 'all clear'. Staff will always be acting on the advice of the emergency services.

Recording and reporting

- The setting manager reports the lockdown to the directors as soon as possible. In some situations, this may not be until after the event.
- A record is completed as soon as possible.

Further guidance

Members of the public should always remain alert to the danger of terrorism and report any suspicious activity to the police on 999 or the anti-terrorist hotline: 0800 789 321.

For non-emergency, call the police on 101.

Emergency evacuation

This emergency evacuation plan should be displayed clearly on the door of each room alongside a floor plan. In shared premises, the plan must be implemented alongside any other plans in place for the rest of the building.

Setting evacuation arrangements

1. The manager identifies the safest route, taking account of the location and nature of the danger and the church premises emergency plan.
2. Staff take the Tapestry register or available back-up register, visitor record, setting telephone, emergency grab bag and essential medication where this can be done without delay or risk.
3. Key persons account for their children at the designated assembly point identified in the premises fire and emergency plan. The manager checks children, staff and visitors against the register.
4. Children with additional needs have a Personal Emergency Evacuation Plan where required, and staff know the support and equipment identified in it.
5. No-one re-enters the premises until the emergency services or responsible person confirms that it is safe.

02 Fire safety policy

Aim

Isabello's Preschool is a suitable, clean, and safe place for children to be cared for, where they can grow and learn. We meet all statutory requirements about fire safety and fulfil the criteria for meeting the relevant Early Years Foundation Stage Safeguarding and Welfare Requirements.

Objectives

- We recognise that we have a corporate responsibility and a duty of care for those who work in and receive a service from our provision, but individual employees and service users also have a responsibility to ensure their own safety as well as that of others. Risk assessment is the key means through which this is achieved.
- A 'Responsible Person' is designated to be accountable for overseeing that the provision is compliant with fire safety laws and regulations.
- Designated fire marshals are trained staff members and will assist the responsible person to monitor fire risks, carry out checks, and assist during evacuations.
- A fire safety risk assessment is regularly carried out by the 'Responsible Person' in accordance with the Regulatory Reform (Fire Safety) Order 2005.
- A fire evacuation drill is conducted at least on a termly basis.
- A Fire Log is completed and regularly updated.

Personal Emergency Evacuation Plans (PEEPs) for those who cannot evacuate the building without additional support are implemented and understood by all staff members. Necessary equipment, such as fire extinguishers, fire blankets, and functioning fire detection systems, are in place, and regularly maintained, to promote fire safety.

- Responsible person for preschool operations: Isabello's Pre-School Ltd
- Designated fire marshal: Emma Montero

Legal references

Regulatory Reform (Fire Safety) Order (2005)

Electricity at Work Regulations (1989)

Early years foundation stage (EYFS)

Further guidance

Fire Safety Record (Alliance Publication)

Fire Safety Risk Assessment: Educational Premises (Gov.uk)

Dynamic Risk Management in the early years (Alliance Publication)

ADD: Fire Safety Awareness (Safer Food Group) on EYA CENTRAL

Emergency planning and response for education, childcare and children's social care settings - GOV.UK

The preschool coordinates its fire arrangements with the church's responsible person for the premises and ensures that the setting procedure, premises fire-risk assessment and evacuation plan remain consistent.

02.01 Fire safety

The setting manager designated responsible person or named fire marshal (if applicable) at Isabello's Preschool has access to, or a copy of, the fire safety procedures specific to the building and ensure they align with these procedures. The setting manager/responsible person makes reasonable adjustments as required to ensure the two documents do not contradict each other.

Fire safety risk assessment

A fire-safety risk assessment is maintained for each area of the setting by the responsible person or designated fire marshal, using the five steps below.

- Identify fire hazards
- Sources of ignition.
- Sources of fuel.
- Sources of oxygen (including oxygen tanks for disabled children).
- Identify people at risk
- People in and around the premises.
- People especially at risk including very young children, less ambulant disabled children or those using specialised equipment, such as splints, standing frames.
- Evaluate, remove, reduce and protect from the risk
- Evaluate the risk of the fire occurring.
- Evaluate the risk to people from a fire starting on the premises.
- Remove and reduce the hazards that may cause a fire.
- Remove and reduce the risks to people from a fire.
- Record, plan, inform, instruct, train
- Record significant findings and action taken.
- Prepare an emergency plan.
- Inform and instruct relevant people; inform and co-operate with others.
- Provide training.
- Review
- Keep assessment under review and revise when necessary.

Fire risk assessments are reviewed at least annually, but sooner if any new or significant risks are identified within the service.

The fire safety risk assessment focuses on the following for each area:

- Electrical plugs, wires, sockets.
- Electrical items.
- Cookers.
- Matches and/or lighters.
- Flammable materials, including furniture, furnishings, paper etc.
- Flammable chemicals (which are also covered in COSHH).
- Means of escape from the building.
- Any other, as identified.

Fire safety precautions include

- All electrical equipment must undergo Portable Appliance Testing (PAT) by a qualified electrician annually.
- Any faulty electrical equipment is taken out of use and recorded as such or condemned (whichever is necessary).
- Sockets are covered. This is different to using plug sockets inserts, a fitted socket cover covers the whole socket, including the switch and is safe to use.
- Water and electrical items do not come into contact; staff do not touch electrical items with wet hands.
- All fire safety equipment is checked annually.
- If matches are used in the kitchen, they are kept in a drawer.

Oxygen tanks that are used for disabled children are to be kept away from heat sources and naked flames. Oxygen tanks are kept upright, checked regularly for imperfections and turned off when not in use.

Fire Drills

- Fire evacuation drills (to include emergency evacuation procedures and lock down) are held at least termly. Occasionally, fire evacuation drills using alternative routes are practiced ensuring the building can still be evacuated quickly, but safely.
- Drills are recorded, including:
 - date of drill
 - staff involved and numbers of children
 - how long it took to evacuate
 - any reason for a delay in achieving the target time and how this will be remedied

Fire precautions

- Fire exit signs showing the green 'running man' signs with an arrow pointing in the direction of the emergency exit, are in place and clearly visible.
- Fire exits by doors are those that show a green light at night.
- Fire exits are never deliberately obstructed
- Fire doors are not locked during normal working hours.
- Fire evacuation notices are in every room; these are displayed in print large enough to read from a short distance. They say where the assembly point is.
- Fire alarms are in place and tested monthly, and where necessary supplemented with visual warnings. This is recorded.
- Smoke alarms are in place and tested monthly. This is recorded.
- Any emergency and evacuation systems such as emergency lighting is regularly tested and serviced appropriately. This is recorded.
- A fire blanket is in place in the kitchen (and any other location where there is a cooker).
- Fire extinguishers are in place and are appropriate.

Further guidance

Dynamic Risk Management in the early years (Alliance Publication)

Fire Safety Record (Alliance Publication)

Fire Safety Risk Assessment: Educational Premises (HMG 2006): <https://www.gov.uk/government/publications/fironline-safety-risk-assessment-educational-premises>

03 Food safety and nutrition policy

Aim

Isabello's Preschool is a suitable, clean, and safe place for children to be cared for, where they can grow and learn. We meet all statutory requirements for food safety and fulfil the criteria for meeting the relevant Early Years Foundation Stage Safeguarding and Welfare requirements.

Objectives

- We recognise that we have a corporate responsibility and duty of care for those who work in and receive a service from Isabello's Preschool, however, individual employees and service users also have responsibility for ensuring their own safety as well as that of others. Risk assessment is the key means through which this is achieved.
- Procedure 1.03 Kitchen is followed for general hygiene and safety in food preparation areas.
- We provide nutritionally sound snacks and drinks and promote healthy packed lunches which promote health and reduce the risk of obesity and heart disease that may begin in childhood.
- We ensure that children are supervised at mealtimes and that children are within sight and hearing of a member of staff at all times and where possible staff are sat facing children when eating to ensure they are eating in a way that prevents choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.
- We ensure that there is always a qualified Paediatric First Aider present in all rooms when children are eating.
- We follow the main advice on dietary guidelines and the legal requirements for identifying food allergens when planning snacks and advising families on balanced packed lunches based on the four food groups:
 - meat, fish, and protein alternatives
 - milk and dairy products
 - cereals and grains
 - fresh fruit and vegetables.
- Following dietary guidelines to promote health also means taking account of guidelines to reduce risk of disease caused by unhealthy eating.
- Parents/carers share information about their children's particular dietary needs and allergies with staff when they enrol their children and on an on-going basis with their key person. This information is shared with all staff who are involved in the care of the child.
- Isabello's Preschool ensures that all staff are aware of the symptoms and treatments for allergies and anaphylaxis and the differences between allergies and intolerances which may develop at any time.
- Foods provided by the setting for children have any allergenic ingredients identified on the menus.
- Care is taken to ensure that children with food allergies and intolerances do not have contact with food products that they are allergic to.
- We notify Ofsted of any food poisoning affecting two or more children in our care as soon as possible and at least within 14 days.
- Risk assessments are conducted for each individual child who has a food allergy or specific dietary requirement.
- If a child chokes at mealtime and intervention is given, we record details of the incident and ensure that parents/carers are informed.

Legal references

Regulation (EC) 853/2004 of the European Parliament and of the Council on the hygiene of foodstuffs.

Food Information Regulations 2014

The Childcare Act 2006

Further guidance

Safer Food Better Business for Caterers (Food Standards Agency)

Paediatric Allergy Action Plans - BSACI

Food allergy - NHS

Anaphylaxis - NHS

Help for early years providers: Food safety

03.01 Food preparation, storage and purchase

The setting prepares and serves snacks and drinks and may undertake supervised cooking activities with children. It does not cook or reheat lunches; parents and carers provide packed lunches.

Responsibilities and training

- The manager oversees food safety, allergen controls and the implementation of Safer Food, Better Business arrangements appropriate to the setting's activities.
- Staff who handle food receive suitable food-hygiene and allergy-awareness training and follow the setting's handwashing, cleaning and cross-contamination controls.
- Current information about children's allergies, intolerances and dietary requirements is available to all staff who prepare or supervise food.

Purchasing and storage

- Food and milk are obtained from reputable suppliers. Packaging, use-by dates, condition and allergen information are checked before use.
- Opened dry foods are labelled, sealed and stored off the floor. Food is rotated and items that are damaged, contaminated or out of date are discarded.
- The refrigerator is maintained at a safe temperature and checked regularly. Milk and other chilled ingredients are refrigerated promptly and separated from staff food.
- Cleaning products and other hazardous substances are never stored with food.

Preparation and service

- Hands are washed and preparation surfaces, utensils and equipment are clean before food is handled.
- Fruit and vegetables are washed and prepared to reduce choking risk. Separate utensils or other effective controls are used where needed to prevent allergen cross-contact.
- Foods containing any of the 14 regulated allergens are identified and this information is available to parents and carers.
- Children's packed lunches are not reheated. Lunchboxes are clearly named and families are advised to use an ice pack where food needs to remain chilled.
- Food is covered while awaiting service and leftovers from snack service are not kept for another day unless the product can be safely stored in accordance with its instructions.

Cleaning and incidents

- Food-contact surfaces and equipment are cleaned after use. Cloths and cleaning materials are managed to prevent cross-contamination.
- Pest activity, refrigerator failure, suspected contamination or an allergen error is reported immediately to the manager and affected food is not served.
- Suspected food poisoning or a serious allergic incident is managed, recorded and notified to Ofsted and other agencies where required.

03.02 Food for play and cooking activities

Some parents/carers and staff may have strong views about food being used for play. It is important to be sensitive to these issues. For example, children who are Muslim, Jewish, Rastafarian, or vegetarian, should not be given any food to play with that contains animal products (Gelatine). Parents/carers' views should be sought on this. In some cases, it is not appropriate to use food for play, particularly in times of austerity.

- Food for play may include dough, corn flour, pasta, rice, food colourings/flavourings.
- Jelly (including jelly cubes) is not used for play.
- Food for play is risk assessed against the 14 allergens referred to in 03.01 and is included in the written risk assessment undertaken for children with specific allergies.
- Staff are constantly alert to the potential hazards of food play, in particular choking hazards and signs of previously undetected allergies.
- Pulses are not recommended as they can be poisonous or may cause choking.
- The use of raw vegetables for printing is discouraged.
- Dried food that is used for play should be kept away from food used for cooking.
- Foods that are cooked and used for play, such as dough, have a limited shelf life.
- Cornflour is always mixed with water before given for play.
- Cornflower and cooked pasta are discarded after an activity; as there is a high risk of bacteria forming.
- Utensils used for play food are washed thoroughly after use.

Children's cooking activities

- Before undertaking any cooking activity with children, members of staff should check for allergies and intolerances by checking children's records.
- Children are taught basic hygiene skills, such as the need to wash hands thoroughly before handling food, and again after going to the toilet, blowing their nose or coughing.
- The area to be used for cooking is cleaned; a plastic tablecloth is advised.
- Children should wear aprons that are used just for cooking.
- Utensils provided are for children to use only when cooking, including chopping/rolling boards, bowls, wooden spoons, jugs, and are stored in the kitchen.
- Members of staff encourage children to handle food in a hygienic manner.
- Food ready for cooking or cooling is not left uncovered.
- Cooked food to go home is put in a paper food bag and refrigerated until home time.
- Food play activities are suspended during outbreaks of illness.

Playdough and raw (uncooked flour)

- All flour including cornflour is raw until the point it is heated or cooked. Raw flour poses a risk of E. coli to young children and current government advice is that when using uncooked flour or flour products not intended to be eaten, e.g. dough for crafts and play wash hands thoroughly with soap and warm water before and after handling flour, uncooked pastry, or dough. You may wish to use this advice to support how you manage the risks during these activities.

Operators of care settings or other businesses where children and older people are handling raw flour or raw flour products should also take account of this advice when considering how risks associated with these activities are managed as part of their risk assessment process. Children and older people may be more vulnerable to infection so additional care may be needed when handling these products.

See the Health and Safety Executive's Managing risks and risk assessment at work

If a child or member of staff is allergic to any of the ingredients they must be replaced, and a safe alternative used.

Staff have up to date information about children's allergies or concerns about a potential allergy and these are clearly displayed.

If a younger child is likely to put the playdough/cornflour in their mouth, a safe alternative is provided.

If a child is likely to eat the playdough due to persistent sensory seeking behaviours the activity will be replaced with a safe alternative.

Children are always supervised when playing with playdough or cornflour.

Children and staff wash their hands before and after the activity.

Other activities with flour

Uncooked flour should not be used for activities where children are exploring through touch or taste, or there is a likelihood they will put their fingers in their mouths.

Baking: You can do baking activities where flour is used and then the food is cooked. You must ensure that the activity is risk assessed, and children do not eat the uncooked flour or the mixture.

Handling flour and flour products safely - GOV.UK

03.03 Menu planning and nutrition

We promote a healthy, balanced approach to food and drink which supports children's growth, development and wellbeing. Isabello's provides morning and afternoon snacks, milk and water. Parents and carers provide a healthy packed lunch for children attending across lunchtime.

Setting arrangements

- Morning and afternoon snacks are planned with reference to the current Early Years Foundation Stage nutrition guidance.
- Milk is stored safely in the kitchen refrigerator. Milk and fresh drinking water are available throughout the day through a supervised milk and water station.
- Parents and carers tell us about allergies, food intolerances, medical dietary needs, religious requirements and cultural preferences before the child starts and whenever these change.
- Information about the 14 regulated allergens is available for every snack or food activity provided by the setting.
- Staff follow appropriate food-hygiene procedures and the Food Standards Agency's Safer Food, Better Business guidance.

Packed lunches

- Parents and carers are given practical guidance on healthy, balanced and age-appropriate packed lunches.
- Packed lunches must be clearly named and kept cool with an ice pack where required. The setting follows its food-safety arrangements for storage.
- Foods presenting an avoidable choking risk, including popcorn, whole grapes, whole cherry tomatoes, whole nuts and hard round foods, must not be provided.
- Children are closely supervised while eating and remain within sight and hearing of staff. A paediatric first aider is present and available at meal and snack times.
- Children are not permitted to swap or share food. This protects children with allergies and individual dietary requirements.
- Food is never used as a reward or punishment. Children are encouraged, but never forced, to try foods or finish their lunch.

Working with families

Staff share relevant observations about appetite, enjoyment of food or concerns with parents and carers. Where a child's dietary needs require specialist planning, the key person and manager work with the family and relevant health professionals to agree an individual plan.

Further guidance

Early Years Foundation Stage nutrition guidance (Department for Education); Help for Early Years Providers: Food safety; Safer Food, Better Business (Food Standards Agency).

03.04 Meeting dietary requirements

We work with families to ensure that snacks, drinks and packed-lunch arrangements meet each child's medical, dietary, cultural and religious needs safely and respectfully.

Information and planning

- Dietary needs, allergies and intolerances are discussed and recorded before the child starts and reviewed whenever information changes.
- Information is shared with every member of staff responsible for preparing, serving or supervising food. Children are not identified in a way that compromises confidentiality or makes them feel singled out.
- A written allergy action plan, risk assessment or individual health-care plan is agreed where required, including symptoms, avoidance measures, emergency action and medication.
- Parents and carers remain responsible for ensuring that packed lunches comply with the child's requirements and for telling the setting promptly about any change.

Preventing exposure and food sharing

- Ingredient and allergen information is checked for snacks and food activities provided by the setting.
- Staff use appropriate separation, cleaning, utensils and handwashing controls to reduce the risk of allergen cross-contact.
- Children are supervised so that food and drinks are not swapped or shared.
- The setting may restrict a food from being brought in where this is a proportionate control for a known serious allergy and families will be informed.

Inclusive support

- Reasonable adjustments are made so that children with dietary needs can participate in snack times, celebrations and cooking activities.
- Children are encouraged but not forced to eat. Food aversion, restricted eating or persistent appetite concerns are discussed sensitively with the family and advice is sought where appropriate.
- Food is never used as a reward or punishment and no child is treated less favourably because of a dietary requirement.

Emergency response

If an allergic reaction or choking incident occurs, staff follow paediatric first-aid and the child's individual plan, call emergency services where required, administer authorised emergency medication, inform parents and carers, record the incident and make statutory notifications where applicable.

04 Health policy

Aim

Isabello's Preschool is a suitable, clean, and safe place for children to be cared for, where they can grow and learn. They meet all statutory requirements for promoting health and hygiene and fulfil the criteria for meeting the relevant Early Years Foundation Stage Safeguarding and Welfare requirements.

Objectives

We promote health through:

- Ensuring emergency and first aid treatment is given where necessary.
- Ensuring that medicine necessary to maintain health is given correctly and in accordance with legal requirements.
- Identifying allergies and preventing contact with the allergenic substance.
- Having ongoing discussions with parents/carers to develop allergy action plans for managing individual children's known allergies and intolerances.
- Ensuring that all staff know the difference between allergies and intolerances.
- Identifying food ingredients that contain recognised allergens and displaying this information for parents/carers.
- Identifying and promoting health through taking the necessary steps to prevent the spread of infection and taking appropriate action when children are ill.
- Ensuring that food prepared is in line with the child's individual developmental needs.
- Ensuring that food is prepared for children in a way that prevents choking.
- Ensuring that children are seated safely in a suitable age-appropriate chair while eating.
- Ensuring that children are always in sight and hearing of a staff member, who is a paediatric first aider, whilst eating and the staff member is sat facing the children.
- Recording all choking incidents that requires intervention.
- Promoting healthy lifestyle choices through diet and exercise.
- Pandemic flu planning or illness outbreak management as per DfE and World Health Organisation (WHO) guidance.

Legal references

Medicines Act (1968)

The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)

Control of Substances Hazardous to Health (COSHH) Regulations (2002)

Health and Safety (First Aid) Regulations 1981

Food Information Regulations 2014

Early Years Foundation Stage

Further guidance

Accident Record (Alliance Publication)

Allergy Awareness in Early Years Certificate Training - Level 2

04.01 Accidents and emergency treatment

Person responsible for checking and stocking the first-aid box: Emma Montero

Isabello's Preschool provides care for children and promotes health by ensuring emergency and first aid treatment is given as required. There are also procedures for managing food allergies in section 03 Food safety and nutrition and 04 Health.

- Obtain Parents/carers' consent to their child receiving emergency medical treatment on registration.
- At least one person who has a current paediatric first aid (PFA) certificate must always be on the premises and available when children are on the premises and must accompany children on outings; relevant staff regularly update their training. We consider the number of children, staff, staff breaks and the layout of our setting to ensure that a paediatric first aider is always available and can respond to emergencies. We ensure that the training provider who delivers PFA training to our staff are competent.
- Students and trainees that have PFA training may be included in ratios at the level below their level of study if we are satisfied that they are competent and responsible.
- First Aid certificates must be for a full course consistent with the criteria set out in Annex A. of the EYFS and are renewed at least every three years. In line with the EYFS, all staff who obtained a level 2 and/or level 3 qualification since 30 June 2016 must obtain a PFA qualification within three months of starting work to be counted in ratios.
- All members of staff know the location of First Aid boxes, the contents of which are in line with St John's Ambulance recommendations as follows:
 - 20 individually wrapped sterile plasters (assorted sizes)
 - 2 sterile eye pads
 - 4 individually wrapped triangular bandages (preferably sterile)
 - 6 safety pins
 - 2 large, individually wrapped, sterile, un-medicated wound dressings
 - 6 medium, individually wrapped, sterile, un-medicated wound dressings
 - a pair of disposable gloves
 - adhesive tape
 - a plastic face shield (optional)
- No other item is stored in a First Aid box.
- Vinyl single use gloves are also kept near to (not in) the box, as well as a thermometer.
- There is a named person in the setting who is responsible for checking and replenishing the First Aid Box contents.
- A supply of ice or cold packs is kept in the main kitchen freezer for first-aid use.
- For minor injuries and accidents, First Aid treatment is given by a qualified first aider; the event is recorded in the setting's Accident Record book or digital recording system. Parents/carers may have a photocopy or electronic copy of the accident form on request which they are asked to sign
- In the event of minor injuries or accidents, parents/carers are normally informed when they collect their child, unless the child is unduly upset, or members of staff have any concerns about the injury, in which case they will contact the parent/carer for clarification of what they would like to do, i.e. collect the child or take them home and seek further advice from NHS 111.

Serious accidents or injuries

- An ambulance is called for children requiring emergency treatment.
- First aid is given until the ambulance arrives on scene. If at any point it is suspected that the child has died, 06.7 Death of a child on site procedure is implemented and the police are called immediately.
- The child's registration form is taken to the hospital with the child.
- Parents/carers are contacted and informed of what has happened and where their child is being taken to.
- If the parents/carers do not arrive at the setting before the ambulance sets off for the hospital, a member of staff accompanies the child and remains with them until the parent/carer arrives.
- The setting manager arranges for a taxi to take the child and carer to hospital for further checks for minor injuries, if deemed to be necessary.

Recording and reporting

- In the event of a serious accident, injury, or serious illness, the setting manager notifies the directors using the setting's confidential safeguarding incident record, or other agreed reporting format, as soon as possible.
- If required, a RIDDOR form is completed; one copy is sent to the parent/carer, one for the child's file and one for the local authority Health and Safety Officer.
- The directors are notified by the setting manager of any serious accident or injury to, or serious illness of, or the death of, any child whilst in their care, to be able to notify Ofsted and any advice given will be acted upon. Notification to Ofsted is made as soon as is reasonably practicable and always within 14 days of the incident occurring. The designated person will, after consultation with the directors, inform local child protection agencies of these events

Further guidance

Accident Record (Alliance Publication)

Choosing a first aid training provider <https://www.hse.gov.uk/pubns/geis3.htm>

What To Put in a First Aid Kit - St John Ambulance

04.02 Administration of medicine

Key persons are responsible for administering medication to their key children, ensuring consent forms are completed, medicines stored correctly, and records kept.

Administering medicines during the child's session will only be done if necessary, and where written permission for that particular medicine has been obtained from the child's parent/carer.

Staff must have training if the administration of medicine requires medical or technical knowledge.

If a child has not taken a prescribed medicine before, parents and carers are advised to give the first dose at home and monitor for adverse effects before the child returns, in accordance with medical advice and the setting's insurance requirements.

Consent for administering medication

- Only a person with parental responsibility (PR), or a foster carer may give consent. A childminder, grandparent, parent/carer's partner who does not have PR, cannot give consent.
- When bringing in medicine, the parent/carer informs their key person/back up key person, or room senior if the key person is not available. The setting manager should also be informed.
- Staff who receive the medication, check it is in date and prescribed specifically for the current condition. It must be in the original container (not decanted into a separate bottle). It must be labelled with the child's name, the date of prescription and original pharmacist's label if prescribed.
- Medication dispensed by a hospital pharmacy will not have the child's details on the label but should have a dispensing label. Staff must check with parents/carers and record the circumstance of the events and hospital instructions as relayed to them by the parents/carers.
- Members of staff who receive the medication ask the parent/carer to sign a consent form stating the following information. No medication is given without these details:
 - full name of child and date of birth
 - name of medication and strength
 - Date of prescription
 - who prescribed it (if applicable)
 - dosage to be given
 - how the medication should be stored and expiry date
 - a note of any side effects that may be expected
 - signature and printed name of parent/carer and date

Storage of medicines

All medicines are stored safely. Refrigerated medication is stored separately or clearly labelled in the main kitchen refrigerator in a clearly labelled, secure container.

- The key person is responsible for ensuring medicine is handed back at the end of the day to the parent/carer.
- For some conditions, medication for an individual child may be kept at the setting. Key persons check that it is in date and return any out-of-date medication to the parent/carer.
- Parents/carers do not access where medication is stored, to reduce the possibility of a mix-up with medication for another child, or staff not knowing there has been a change.

Record of administering medicines

A record of medicines administered is kept near to the medicine cabinet or in the child's group room, or in the setting manager's office. Settings can choose which works best for them if members of staff are aware and it is consistent.

The medicine record, records:

- name of child
- name and strength of medication
- date of prescription
- the date and time of dose
- dose given and method

- signed by key person/setting manager
- verified by parent/carer signature at the end of the day

A witness signs the medicine record book to verify that they have witnessed medication being given correctly according to the procedures here.

- No child may self-administer. If children are capable of understanding when they need medication, e.g. for asthma, they are encouraged to tell their key person what they need. This does not replace staff vigilance in knowing and responding.
- The medication records are monitored to look at the frequency of medication being given. For example, a high incidence of antibiotics being prescribed for several children at similar times may indicate a need for better infection control.

Children with long term medical conditions requiring ongoing medication

- Risk assessment is carried out for children that require ongoing medication. This is the responsibility of the setting manager and key person. Other medical or social care personnel may be involved in the risk assessment.
- Parents/carers contribute to risk assessment. They are shown around the setting, understand routines and activities, and discuss any risk factor for their child.
- For some medical conditions, key staff will require basic training to understand it and know how medication is administered. Training needs are part of the risk assessment.
- Risk assessment includes any activity that may give cause for concern regarding an individual child's health needs.
- Risk assessment also includes arrangements for medicines on outings; advice from the child's GP's is sought, if necessary, where there are concerns.
- The plan is reviewed every six months (more if needed). This includes reviewing the medication, for example, changes to the medication or the dosage, any side effects noted, etc.

Managing medicines on trips and outings

- Children are accompanied by their key person, or other staff member who is fully informed about their needs and medication.
- Medication is taken in a plastic box labelled with the child's name, name of medication, copy of the consent form and a card or electronic device to record administration, with details as above.
- The card is later stapled to the medicine record book and the parent/carer signs it.
- If a child on medication must be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled as above.

Staff taking medication

Staff taking medication must inform their manager. The medication must be stored securely in staff lockers or a secure area away from the children. The manager must be made aware of any contra-indications for the medicine so that they can risk assess and take appropriate action as required.

Further guidance

Medication Administration Record (Alliance Publication)

04.03 Life-saving medication and invasive treatments

Life-saving medication and invasive treatments may include adrenaline injections (EpiPens) for anaphylactic shock reactions (caused by allergies to nuts, eggs, etc..) or invasive treatment such as rectal administration of Diazepam (for epilepsy).

- The key person responsible for the intimate care of children who require life-saving medication or invasive treatment will undertake their duties in a professional manner, having due regard to the procedures listed above.
- The child's welfare is paramount, and their experience of intimate and personal care should be positive. Every child is treated as an individual, and care is given gently and sensitively; no child should be attended to in a way that causes distress or pain.
- The key person works in close partnership with parents/carers and other professionals to share information and provide continuity of care.
- Children with complex and/or long-term health conditions have a individual healthcare plan in place which considers the principles and best practice guidance given here.
- Key persons have appropriate training for administration of treatment and are aware of infection control best practice, for example, using personal protective equipment (PPE).
- Key persons speak directly to the child, explaining what they are doing as appropriate to the child's age and level of comprehension.
- Children's privacy is considered and balanced with safeguarding and support needs when changing clothing, nappies and toileting.

Record keeping

For a child who requires invasive treatment the following must be in place from the outset:

- a letter from the child's GP/consultant stating the child's condition and what medication, if any, is to be administered
- written consent from parents/carers allowing members of staff to administer medication
- proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse
- a individual healthcare plan

Copies of all letters relating to these children must be sent to the insurance provider for appraisal. Confirmation will then be issued in writing confirming that the insurance has been extended. A record is made in the medication record book of the intimate/invasive treatment each time it is given.

Physiotherapy

- Children who require physiotherapy whilst attending the setting should have this carried out by a trained physiotherapist.
- If it is agreed in the health care plan that the key person should undertake part of the physiotherapy regime then the required technique must be demonstrated by the physiotherapist personally; written guidance must also be given and reviewed regularly. The physiotherapist should observe the educator applying the technique in the first instance.

Safeguarding/child protection

- Educators recognise that children with SEND are particularly vulnerable to all types of abuse, therefore the safeguarding procedures are followed rigorously.
- If an educator has any concerns about physical changes noted during a procedure, for example, unexplained marks or bruising then the concerns are discussed with the designated safeguarding lead and the relevant procedure is followed.

Treatments such as inhalers or Epi-pens must be immediately accessible in an emergency.

04.04 Allergies and food intolerance

Before a child starts at Isabello's Preschool, parents/carers are asked if their child has any known allergies or food intolerance. This information is recorded on the registration form. Ongoing discussions must take place with parents/carers and, where appropriate, health professionals to develop allergy action plans for managing any known allergies and food intolerances. This information must be kept up to date on a child's registration form and shared with all staff.

- All staff at Isabello's Preschool must be aware of the symptoms and treatments for allergies and anaphylaxis and the difference between allergies and food intolerances
- Where a child has an allergy or food intolerance, risks and controls are agreed with the family, including:
- the risk identified - the allergen (i.e., the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats, etc.)
- the level of risk, taking into consideration the likelihood of the child coming into contact with the allergen
- control measures, such as prevention from contact with the allergen
- review measures
- Where an individual healthcare plan is required, it includes:
- the nature of the reaction, e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems, etc.
- managing allergic reactions, medication used and method (e.g. EpiPen)
- The child's name is added to the Dietary Requirements list.
- A copy of the risk assessment and health care plan is kept in the child's personal file and is shared with all staff and is also kept in the setting's allergy and dietary needs record.
- Parents/carers show staff how to administer medication in the event of an allergic reaction.
- Generally, no nuts or nut products are used within the setting.
- Parents/carers are made aware, so that no nut or nut products are accidentally brought in.
- Any foods containing food allergens are identified on children's menus.

Oral Medication

- Oral medication must be prescribed or have manufacturer's instructions written on them.
- Staff must be provided with clear written instructions for administering such medication.
- All risk assessment procedures are adhered to for the correct storage and administration of the medication.
- The setting must have the parents/carers' prior written consent. Consent is kept on file.

For other life-saving medication and invasive treatments please refer to 04.2 Administration of medicine.

04.05 Poorly children

- If a child appears unwell during the day at Isabello's Preschool, for example, has a raised temperature, sickness, diarrhoea* and/or pains, particularly in the head or stomach, then the setting manager calls the parents/carers and asks them to collect the child or send a known carer to collect on their behalf.
- If a child has a raised temperature, top clothing may be removed to make them more comfortable, but children are not undressed or sponged down to cool their temperature. A high temperature should never be ignored, but it is a natural response to infection.
- A child's temperature is taken and checked regularly, using Fever Scans or other means, i.e., forehead thermometer.
- In an emergency an ambulance is called, and the parents/carers are informed.
- Parents/carers are advised to seek medical advice before returning the child to the setting; the setting can refuse admittance to children who have a raised temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics for an infectious illness or complaint, parents/carers are asked to keep them at home for 48 hours.
- After diarrhoea or vomiting, parents/carers are asked to keep children home for 48 hours following the last episode.
- Some activities such as sand and water play, and self-serve snack will be suspended for the duration of any outbreak.
- The setting has information about excludable diseases and exclusion times.
- The setting manager notifies the directors if there is an outbreak of an infection (affects more than 3-4 children) and keeps a record of the numbers and duration of each event.

Notifiable diseases and infection control

If educators suspect a child who falls ill whilst in their care is suffering from a serious disease that may have been contracted in the United Kingdom or abroad, immediate medical assessment is required. The service manager or deputy will call 111 and inform parents / carers.

Preventative measures are taken to reduce the risk of an outbreak returning. When an individual shows signs of an infectious illness, they are advised not to attend the service. If a child is already at the setting, they will be made comfortable in a space away from the other children to rest until they are able to be collected. The importance of thorough handwashing will be reiterated, and the educators will promote the 'catch it, bin it, kill it' approach with children and young people.

In the case of an outbreak of a notifiable disease which has been confirmed by a medical professional, the setting manager will seek further advice from the UKHSA, if not already contacted by them.

The setting manager has a list of notifiable diseases and contacts the UK Health Security Agency (UKHSA), Ofsted in the event of an outbreak.

Unwell children upon arrival

On arrival, it is vital that parents/carers inform a member of staff if they notice their child may be showing signs of being unwell. It is the responsibility of the parents / carers to ensure their child does not attend the service if they are not fit to; this is a precautionary measure to prevent other children or staff from becoming ill. If a child is brought into the service with a non-prescription medication to treat a temporary illness or appears to show signs of being unwell, the setting manager will use their discretion to decide whether a child is fit to remain in the service.

Infection control for bodily fluids - transmissible viruses

- Viruses such as Hepatitis, (A, B and C), are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults. Transmittable viruses are spread through bodily fluids. Hygiene measures are put in place to protect all staff and children/young people. These include single use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Protective rubber gloves are used for cleaning/slurping clothing after changing.
- Soiled clothing is rinsed and bagged for parents/carers to collect.

- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and designated area mops; cloths used are disposed of with clinical waste.
- Tables, other furniture or toys/resources affected by blood, urine, faeces or vomit are removed where possible and cleaned using disinfectant. For larger items such as furniture, these must be cleaned immediately with disinfectant.
- Resources that children put in their mouths are cleaned before another child uses them. All toys and resources are cleaned regularly and according to the level of infection risk.

Handwashing

Handwashing is a crucial infection control measure which reduces the spread of illness. Adults, children and young people should regularly wash their hands, and increase this where there is an infection outbreak.

This should be carried out by all

- After outside breaks
- Before meals and snack times
- Before preparation of snack and meals
- After using the toilet
- After nappy or clothing changes
- After the removal of personal protective equipment (PPE), including gloves.
- After blowing noses
- Before and after administering medication

Public Health England advises that children and staff should be encouraged to catch sneezes with a tissue, bin the tissue and wash their hands.

Nits and head lice

- Nits and head lice are not an excludable condition; although in exceptional cases parents/carers may be asked to keep the child away from the setting until the infestation has cleared.
- On identifying cases of head lice, all parents/carers are informed and asked to treat their child and all the family, using current recommended treatments methods if they are found.

*Diarrhoea is defined as 3 or more liquid or semi-liquid stools in a 24-hour period.

(www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/chapter-9-managing-specific-infectious-diseases#diarrhoea-and-vomiting-gastroenteritis)

****Paracetamol based medicines (e.g. Calpol)**

Whilst the brand name Calpol is referenced, there are other products which are paracetamol or Ibuprofen based pain and fever relief such as Nurofen for children over 3 months.

Further guidance

Medication Administration Record (Alliance Publication)

Health protection in children and young people's settings, including education

High temperature (fever) in children - NHS (www.nhs.uk)

04.05a Infection control

Good practice infection control is paramount in Isabello's Preschool. Young children's immune systems are still developing, and they are therefore more susceptible to illness.

Prevention

- Minimise contact with individuals who are unwell by ensuring that those who have symptoms of an infectious illness do not attend settings and stay at home for the recommended exclusion time (see below UKHSA link).
- Always clean hands thoroughly, and more often than usual where there is an infection outbreak.
- Ensure good respiratory hygiene amongst children and staff by promoting 'catch it, bin it, kill it' approach.
- Where necessary, for instance, where there is an infection outbreak, wear appropriate PPE.

Response to an infection outbreak

- Manage confirmed cases of a contagious illness by following the guidance from the UK Health Security Agency (UKHSA)

Informing others

Early years providers have a duty to inform Ofsted of any serious accidents, illnesses or injuries as follows:

- Anything that requires resuscitation.
- Admittance to hospital for more than 24 hours.
- A broken bone or fracture.
- Dislocation of any major joint, such as the shoulder, knee, hip or elbow.
- Any loss of consciousness.
- Severe breathing difficulties, including asphyxia.
- Anything leading to hypothermia or heat-induced illness.

In some circumstances this may include a confirmed case of a Notifiable Disease in their setting, if it meets the criteria defined by Ofsted above. Please note that it is not the responsibility of the setting to diagnose a notifiable disease. This can only be done by a clinician (GP or Doctor). If a child is displaying symptoms that indicate they may be suffering from a notifiable disease, parents/carers must be advised to seek a medical diagnosis, which will then be 'notified' to the relevant body. Once a diagnosis is confirmed, the setting may be contacted by the UKHSA or may wish to contact them for further advice.

Further guidance

Good Practice in Early Years Infection Control (Alliance Publication)

04.06 Oral health

Isabello's Preschool promotes oral health and hygiene through healthy eating, healthy snacks and appropriate information for families.

- Fresh drinking water is always available and easily accessible.
- Sugary drinks are not served.
- Only water and milk are served with morning and afternoon snacks.
- Children are offered healthy nutritious snacks with no added sugar.
- Parents/carers are discouraged from sending in confectionary as a snack or treat.
- Staff follow information within the Early Years Foundation Stage nutrition guidance
- Pacifiers/dummies
- Parents/carers are advised to stop using dummies/pacifiers once their child is 12 months old.
- Dummies that are damaged are disposed of and parents/carers are told that this has happened

Further guidance

Best Start in Life - NHS

Help for early years providers: health and wellbeing

Toothbrushing by parent request

Isabello's Preschool does not routinely provide toothbrushing. If a parent or carer would like their child to brush their teeth while attending, staff can support this by prior arrangement. The family provides a named toothbrush and toothpaste, and safe storage and hygiene arrangements are agreed with the manager.

05 Promoting inclusion, equality and valuing diversity policy

All early years providers must meet their duties under the Equality Act 2010 and the Early Years Foundation Stage (EYFS).

Providers must eliminate unlawful discrimination, including direct and indirect discrimination, discrimination by association or perception, harassment, victimisation, and discrimination arising from disability. They must also make reasonable adjustments to ensure accessibility and inclusion. This duty is anticipatory, requiring providers to consider and address potential barriers in advance.

Providers must advance equality of opportunity, foster good relations, and promote inclusion for people with the protected characteristics of:

- Disability
- Race (including ethnicity)
- Religion or belief
- Sex (gender)
- Gender reassignment
- Sexual orientation
- Age
- Pregnancy and maternity
- Marriage and civil partnership (in relation to employment)

Providers also have obligations under the Prevent Duty (2015, updated 2023) which highlights the need to foster equality and prevent children from being drawn into harm and radicalisation.

Aim

Isabello's Preschool actively promotes inclusion, equality of opportunity and the valuing of diversity. We are committed to embedding a culture of inclusion, equality and diversity in everything we do, ensuring that everyone feels respected, valued and welcomed, and has equitable opportunities to develop and thrive.

Objectives

We support the Early Childhood Forum definition of inclusion:

"Inclusion is the process of identifying, understanding and breaking down the barriers to participation and belonging."

We apply this principle to children, families, visitors and staff by identifying and removing barriers that may affect participation, wellbeing and belonging.

We recognise and challenge unlawful behaviour, including direct and indirect discrimination, discrimination by association or perception, harassment and victimisation. We also acknowledge the additional inequalities that may be experienced by those facing socio-economic disadvantage.

We do not tolerate prejudice, discrimination or xenophobic behaviour towards any individual or group, whether from within or outside the UK.

Through training and professional development, we support staff to understand:

- The causes and impact of discrimination.
- The long-term effects of discrimination on children and adults.
- Their responsibility to provide accessible, inclusive practice.
- The importance of supporting positive identity, confidence and self-esteem.

Our Practice

Isabello's Preschool promotes inclusion and equality by:

Partnership with families

- Encouraging families to share information about themselves, their culture, what is important to them and any barriers they may experience.
- Offering flexible opportunities for families to contribute and participate and reducing communication barriers.

- Respecting different cultural perspectives and parenting practices while working in partnership with parents and carers.
- Working in partnership with parents/carers and relevant professionals to ensure children with additional needs and disabilities are supported, and that practice is developmentally appropriate and inclusive.

Training and professional development for staff

- Recognising colleagues lived experience and encouraging them to share their own experiences and knowledge.
- Accessing training and supporting staff to work confidently within a culturally diverse community and to challenge practices that are not in a child's best interests.
- Using induction, supervision, and reflective practice to review inclusive practice, challenge assumptions, and agree on actions to improve outcomes for children, young people and families.
- Using recruitment practices that aim to ensure a workforce that reflects cultural and linguistic diversity, includes individuals with disabilities, and is representative of all genders

Creating an inclusive environment and removing barriers to access

- Recognising and valuing the multiple factors that shape individual identity, including culture, ethnicity, language, religion, belief, gender, disability, family structure, socio-economic background and life experiences.
- Welcoming all children and families and not discriminating against any group or individual with regard to admissions, attendance, participation or access to support.
- Identifying, removing or minimising barriers to participation wherever possible, by reviewing barriers and agreed reasonable adjustments with families and staff regularly
- Challenging stereotypes and supporting positive self-esteem and self-concept by ensuring that children and families can see themselves positively reflected in the environment and resources.
- Promoting bilingualism, multilingualism and alternative communication methods.

Inclusive, play based curriculum and resources

- Creating an accessible, developmentally appropriate environment and play based experiences that reflect and celebrate the diversity of children, families and communities.
- Embedding actively anti-racist practice by challenging stereotypes, avoiding tokenism, and ensuring that representations of race and culture are accurate, respectful and celebratory.
- Planning for each child or young person as an individual, taking account of their interests, abilities, communication, home language(s), culture, family structure and lived experience.
- Overcoming gender stereotypes by promoting gender-equal play, using inclusive language, and auditing resources for bias.
- Supporting children to develop a positive self-image and a sense of belonging through personal, social and emotional development experiences, and through respectful conversations about similarity and differences in age-appropriate ways.
- Reviewing resources regularly and removing or adapting any materials that promote bias, stereotypes, or exclusion.

Responding to discrimination, bias and exclusion

- Not tolerating discriminatory behaviour, language, harassment, or victimisation from anyone, including staff, parents, visitors and external agencies within our setting or services.
- Addressing discriminatory behaviour from children in a sensitive, age-appropriate manner.
- Supporting children, families and staff involved in understanding the impact of what has happened, repairing relationships, and feeling safe and included.
- Using equality and anti-discrimination legislation to support children, families and staff who may experience prejudice or discrimination.

Monitoring, reviewing and working to continuously improve

- Regularly monitoring and reviewing our practice and environment through audits, action plans and evaluation processes to ensure equality, accessibility and inclusion remain embedded in all aspects of provision.
- Seeking regular feedback from children, parents/carers and staff to understand whether people feel respected, valued and welcomed and whether any barriers to access remain.

Legal Framework

- Early Years Foundation Stage

- Equality Act 2010

05.01 Promoting inclusion, equality and valuing diversity

Isabello's Preschool actively promote inclusion, equality of opportunity and value diversity. All early years providers have legal obligations under the Equality Act 2010 and must meet their duties under the Early Years Foundation Stage (EYFS). All early years providers must eliminate discrimination, promote equality, foster good relations with individuals and groups with protected characteristics namely disability, race (ethnicity), religion and belief, sexual orientation, sex (gender), gender reassignment, age, pregnancy and maternity, marriage and civil partnership. Providers also have obligations under the Prevent Duty (2015 updated 2023) which highlights the need to foster equality and prevent children from being drawn into harm and radicalisation.

At Isabello's Preschool we promote identity, positive self-concept and self-esteem for all children through treating each child as an individual and with equal concern, ensuring each child's developmental and emotional needs are recognised and met.

- Promoting inclusive practice to ensure every child is welcomed and valued.
- Discussing aspects of family/child identity with parents/carers when settling in a new child.
- Maintaining a positive non-judgemental attitude and use of language with children to talk about topics such as family composition/background, eye and skin colour, hair texture, sex, gender, physical attributes and languages spoken (including signing).
- Becoming knowledgeable about different cultures, and individual subjective perceptions of these and being able to reflect them imaginatively and creatively in the setting to create pride, interest and positive self-identity.
- Discussing similarities and differences positively without bias and judgement.
- Celebrating festivals, holy days and special days authentically through involving families, staff or the wider community to provide a positive experience for all.
- Providing books with positive images of children and families from all backgrounds and abilities. Avoiding caricatures or cartoon-like depictions and ensuring individual differences are portrayed with sensitive accuracy. The central characters in individual stories should provide a positive, broad representation of diversity e.g. disability, ethnicity, sex and gender, age and social backgrounds. Individual storylines should contain a range of situations which are easily identifiable by children such as those that include disabled children/adults, different ethnic groups, mixed heritage families, gender diversity, single sex/same and different sex families, multi-generational households and cultural diversity.
- Providing visual materials, such as posters and pictures that provide non-stereotypical images of people, places and cultures and roles that are within children's range of experience. This includes photographs taken by staff of the local and wider community, of parents/carers and families and local events.
- Using textiles, prints, sculptures or carvings from diverse cultures in displays.
- Providing artefacts from a range of cultures, particularly for use in all areas of the setting, not just in the home corner.
- Ensuring toys, learning materials and resources reflect diversity and provide relevant materials for exploring aspects of difference, such as skin tone paints and pens.
- Developing a range of activities through which children can explore aspects of their identity, explore similarities, differences and develop empathy including:
 - self-portraits, photograph albums and displays showing a range of families
 - books about 'me' or my family
 - persona doll stories which sympathetically and authentically represent diversity
 - food activities, such as tasting and cooking, creating real menu additions
 - activities about real celebrations such as new siblings, weddings, cultural and religious events
 - use of textiles and secular artefacts in the room, and to handle and explore, that demonstrate valuing of the cultures from which they come
 - creating textiles such as tie dying, batik and creative use of textiles
 - provide mirrors at different heights for children and other non-ambulant children
 - developing a music area with a variety of musical instruments for children and children to use to create a range of music.
 - creating an art and mark making area with a variety of materials from other countries such as wood blocks for printing, calligraphy brushes etc.
- home corner play which encourages all children to equally participate and provides domestic articles from diverse cultures

- 'dressing up' materials which promote non-gendered roles and enable children to explore different gender identities/gender neutrality
- providing dolls that sensitively and accurately portray difference such as disability and ethnicity
- use of a variety of music to play to children of different genres and cultural styles with a variety of musical instruments for children to access
- a language and literacy area with a variety of books, some with dual language texts and signs, involving parents in the translation where possible
- tapes with stories read in English and other languages
- examples of writing in other scripts from everyday sources such as papers and magazines, packaging etc. children's names written on cards in English as well as in their home language script where appropriate
- labels for children's paintings or other work are made with their name in English and home language script (parents can help with this)
- conversations with young children which explore unfamiliar objects and subjects to help foster an understanding of diversity and identity such as spectacles or hearing aids, religious and cultural practices
- Record keeping that refers to children's emerging bilingual skills or their use of sign language as achievements in positive terms.
- Record keeping that refers to children's differing abilities and identities in positive terms.
- Records that show the relevant involvement of all children, especially children with special educational needs and disabilities, those using English as an additional language and more able learners in the planning of their care and education.

At Isabello's Preschool we foster positive attitudes and challenge discrimination.

- Young children are learning how to grow up in a diverse world and develop appropriate attitudes. This can be difficult, and they may make mistakes and pick up inappropriate attitudes or just get the 'wrong idea' that may underlie attitudes of 'pre-prejudice' towards specific individuals/groups. Where children make remarks or behave in a discriminatory or prejudice way or make inappropriate comments that arise from not knowing facts, staff should explain why these actions are not acceptable and provide appropriate information and intervention to reinforce children's understanding and learning.
- Where children make overtly prejudice or discriminatory remarks, they are dealt with as above, and the issue is raised with the parents/carers.
- When children wish to explore aspects of their identity such as ethnicity or gender, they should be listened to in an understanding and non-judgemental way.
- Parents/carers are expected to abide by the policy for inclusion, diversity and equality and to support their child in the aims of the setting.

At Isabello's Preschool we implement an equality strategy to foster a 'can do' approach

- We have an equality strategy in place outlining our vision on equality alongside a timetabled list of actions summarising how to build equality into the provision and how this is monitored and evaluated.
- Potential barriers to inclusion for children, families and visitors are identified and reviewed, and reasonable adjustments are made where required.
- Early years providers in receipt of nursery education funding are covered by the public sector equality duty. These bodies must have regard of the need to eliminate discrimination, promote equality of opportunity, foster good relations between disabled and non-disabled persons, and publish information to show their compliance with the duty.

At Isabello's Preschool we promote dynamic and balanced mixed gender, culturally, socially, and linguistically diverse staff teams who work constructively together in providing for diverse communities.

- It is recognised that members of staff in diverse teams bring a range of views and opinions to the setting regarding a range of issues to do with the job. It is important that a range of views and perspectives are shared and respected in staff meetings and that decisions are made on which way of looking at the situation will result in the best outcomes for the child.
- Staff views are sought where these offer individuals, social and/or cultural insight, although staff should not be put in an uncomfortable position of being an 'expert' or 'ambassador'.
- Staff respect similarities and differences between each other and users such as ability, disability, religious and personal beliefs, sex, sexual orientation, gender reassignment etc. Staff do not discriminate or harass individuals on the grounds of these or encourage any other member of staff to do so; evidence of such will be dealt with by management immediately.

- Members of staff make the best use of different perspectives in the team to find solutions to difficult problems that arise in socially/culturally complex situations.
- Members of staff support each other to highlight similarities and respect differences.
- Members of staff of both sexes carry out all tasks according to their job description; there are no jobs that are designated men's or women's jobs.
- Staff are sensitive to the fact that male workers are under-represented in the early years workforce so may be more likely to experience inequality and discrimination.
- Staff should be aware that male workers may be more vulnerable to allegations. Therefore, work practices should be developed to minimise this. These practices are valuable for all staff.
- Where staff may feel threatened, or under attack, from discriminatory behaviour, staff and managers follow procedure 01.09 Threats and abuse towards staff and volunteers.
- There is an ethos wherein staff, parents/carers and children are free to express themselves and speak their own languages in ways that enhance the culture of the setting.

At Isabello's Preschool we ensure that barriers to equality and inclusion are identified and removed or minimised wherever possible.

- Barriers may include:
- lack of understanding - where the language spoken at the setting is not that which is spoken at a child's home
- perceived barriers - affordability where parents/carers are not aware of financial support available or assume that a service is not available to them. Perceived barriers may also be physical barriers for those children or parents/carers with a disability or additional needs where they assume, they will not be able to access the service
- negative attitudes - stereotypes and prejudices or commitment by staff and managers to the time and energy required to identify and remove barriers to accessibility
- unconscious and conscious bias of staff towards some families such as those from other backgrounds, parents/carers, with disabilities same sex parents/carers and families with specific religious beliefs
- gendered views of staff which limit children's aspirations and choices
- misconceptions such as children with disabilities should not attend settings during a public health emergency due to a perceived heightened risk
- lack of effective Information Communication Technology (ICT) in the homes of families who are vulnerable or at risk and therefore unable to keep in close contact with the childcare provider
- Staff are aware of the different barriers to inclusion and equality and consider the wider implications for children and their families.

At Isabello's Preschool we support children to become considerate adults

- Children's social and emotional development is shaped by early experiences and relationships The EYFS supports children's earliest skills in an age appropriate way to become social citizens, namely listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; risk taking behaviours, rules and boundaries; not to hurt/upset other people with words and actions; consequences of hurtful/discriminatory behaviour and regulating behaviour.

06 Safeguarding and child protection policy

Designated safeguarding lead: Emma Montero

Deputy designated safeguarding lead: David Montero

Designated safeguarding officer: Emma Montero

Statement

Isabello's Preschool is committed to safeguarding and promoting the welfare of children, young people, and vulnerable adults. All staff are expected to share this commitment and follow the policy and procedures to continuously promote a culture of safety.

Aim

Every person looking after children must be alert to any issues of concern in the child's life at home or elsewhere.

As a member of the Early Years Alliance, we take account of the Early Years Alliance's 'four commitments' to provide a consistent and coherent strategy for safeguarding children, young people and vulnerable adults. The four key commitments are:

- Empower children, young people and vulnerable adults, promoting their right to be strong, resilient, actively listened to, and heard.
- Upholds a culture of safety in which children, young people, and vulnerable adults are protected from abuse and harm in all areas of its curriculum and service delivery.
- Prevent harm and respond promptly and appropriately to all incidents or concerns of abuse that may occur, working with statutory agencies to achieve the best possible outcomes for every child.
- Increase safeguarding confidence, knowledge and good practice throughout its training and learning programmes for adults, advocating support and representation for those in greatest need.

What is safeguarding and child protection?

Safeguarding is the steps we take to keep children, young people, and adults safe on a day-to-day basis and the actions we take when we are worried about a person or the conduct of a colleague.

Child protection is the protection put in place for a child who is, or is likely to, suffer significant harm. Significant harm is defined in Section 47 of the Children Act

How we keep children, young people and vulnerable adults safe

Safeguarding is of paramount importance in Isabello's Preschool and is embedded in our culture.

- We actively listen to and observe children and children and through our curriculum promote their right to be strong, resilient, listened to and heard.
- We increase children's understanding of how to stay safe and support parents / carers to increase their knowledge by sharing information and resources.
- There are clear policies and procedures in place for reporting, recording, and managing any concerns about children, young people, or vulnerable adults. All of which adhere to the Early Years Foundation Stage Safeguarding and Welfare Requirements and relevant legislation.
- Every service has a Designated Safeguarding Lead (DSL) responsible for safeguarding and child protection. This includes ensuring that staff, volunteers, agency workers, and students know the signs and signals of abuse, are trained, understand, and follow our policy and procedures.
- All staff are trained in line with the criteria set out Early Years Foundation Stage. Safeguarding training is refreshed annually and renewed every two years. Safeguarding updates are shared regularly. The DSL ensures support, advice and guidance for all staff to meet their safeguarding responsibilities.
- All staff understand their safeguarding responsibilities.
- There are procedures in place for working in partnership with agencies involving a child, young person, or vulnerable adult. These procedures take account of working with families with a 'child in need' and with families in need of early help.

- There is a robust Health and Safety Policy supported by clear procedures.
- Staff and volunteers are recruited following the Safer Recruitment Policy. This includes robust recruitment checks including obtaining at least one written references, carrying out enhanced DBS checks and receiving certification before commencing employment / volunteering, and a probationary period.
- All staff and prospective employees know that they must disclose any information which may affect their suitability to work with children as set out in the EYFS
- There are procedures for dealing with allegations of abuse against a member of staff, or any other person undertaking work whether paid or unpaid for the organisation.
- Families are encouraged to raise concerns through a clear complaints policy and procedure.
- There are robust whistleblowing procedures in place for all staff, volunteers, and students and the organisation ensures that all staff know how to use it.
- Safeguarding incidents are reviewed and reflected upon so that learning can be shared across the organisation.

Safeguarding and Child Protection Policy

Scope of the policy

This policy and associated procedures apply to all staff, agency staff, apprentices, students and volunteers working at Isabello's Preschool. Throughout the policy we use the term staff to refer to all these groups unless stated otherwise.

This policy and associated procedures apply to our work with children, young people, and vulnerable adults as defined here:

- A child is anyone aged 0-18.
- A young person is defined as aged 16 to 19 and may work in the settings as a student or volunteer or be a parent / carer of a child..
- A vulnerable adult is defined as a person aged 18 years or over, who is in receipt of or may need community care services by reason of mental or other disability, age, or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation (Care Act 2014). In early years this may be a parent / carer of a child, or a volunteer.

We share information about health and safety and risk assessments through information displayed on noticeboards, and through regular discussions between staff and parents / carers.

Categories and other types of abuse

The four main categories of child abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse (incorporates child sexual exploitation)
- Neglect

Other kinds of abuse include, but are not limited to:

- Domestic abuse and coercive control
- Fabricated or induced illness
- Child abuse linked to a belief in spirit possession
- Child criminal exploitation and gangs
- Female genital mutilation
- Extremism / radicalisation
- Complex, multiple or organised abuse
- Forced marriage or honour-based violence
- Child victims of trafficking
- Bullying and cyberbullying
- Online harm and exploitation
- Children experiencing multiple harms at the same time

Signs and signals of abuse

Staff are always alert to indicators of abuse. All staff have received training which is renewed every two years, on signs and signals of abuse in line with the EYFS and all concerns are reported to the Designated Safeguarding Lead.

The signs and signals of different types of abuse are detailed in Appendix 4 Signs and signals of abuse.

Children and young people with additional vulnerabilities

Children and young people may be at increased risk due to additional vulnerabilities that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture. Staff fully consider these vulnerabilities when there is safeguarding, or child protection matters.

Staff must be aware of the needs of children and very young children and exercise appropriate professional curiosity where concerns are raised.

Safeguarding and child protection roles and responsibilities

Safeguarding is everybody's responsibility. All staff must understand the safeguarding policy and procedures. Staff must understand the different types of abuse and recognise the indicators of abuse and know what to do if they are worried about a child or the behaviour of a member of staff.

Designated Safeguarding Lead

Isabello's Preschool has a Designated Safeguarding Lead (DSL), who is responsible for all safeguarding and child protection concerns in the setting. Their information and contact details are clearly displayed.. The DSL must attend specific DSL training, retaken every two years.

The DSL is responsible for ensuring all staff are supported, trained, understand, and can follow the safeguarding policies and procedures. The DSL is responsible for liaison with local statutory children's services agencies, and with the local Safeguarding Children Partnership (SCP).

The DSL understands local Safeguarding Children Partnership (SCP) procedures and acts as the lead contact for local Multi Agency Safeguarding Hub (MASH) and Early Support Services and the Local Authority Designated Officer (LADO).

Safeguarding training

All staff are trained in line with the criteria set out in Annex C of the EYFS. Safeguarding training is refreshed annually (delete if not appropriate) and renewed every two years. The designated safeguarding lead ensures support, advice and guidance for all staff to meet their safeguarding responsibilities by:

- regular supervision
- 1:1 support
- team briefings,
- bulletins,
- group supervision,
- reviewing safeguarding cases

Parental responsibility

When a child or young person is registered staff will ask who has parental responsibility for the child or young person. This is defined in the Children Act 1989 and defines who is responsible for the child or young person. If a person with parental responsibility is not to have contact with a child or young person, this will be discussed and a risk assessment put in place.

Mobile phones, cameras and other electronic devices with imaging and sharing capabilities

Personal mobile phones, smart watches, and AI glasses are not to be used or worn in the setting when children and young people are present. Parents / carers and visitors are asked to put all digital devices away on entering the setting. Staff are required to store all internet-enabled devices, including phones, smart watches and AI in a secure place designated by the manager and only access them in their personal time when they are not caring for children and there are no children or young people present. Any electronic devices which are used to manage medical needs must be agreed with the manager. A risk assessment for the storage and management of devices is completed by the manager.

Photographs and videos are only taken on setting devices and stored safely in line with our Data Protection policy. Parents, carers, and visitors are not allowed to take photographs or videos in the setting.

Online safety

The following online systems and devices are used within the settings:

- Tablets for promoting and recording children's learning and development
- Computers and tablets for children's use
- Electronic / online management software (if appropriate)

Children and young people never have unsupervised access to devices with online capability, and all devices are restricted to prevent access to inappropriate content. Educators give consistent messages about the safe use of technology and support children and young people to understand the risks posed in the real and virtual world. Only reputable sites with a focus on learning are used.

Online risks include:

Content - being exposed to illegal, inappropriate, or harmful material

Contact - being subjected to harmful online interaction with other users.

Conduct - personal online behaviour that increases the likelihood of or causes harm.

Educators seek to understand a child's or young person's context regarding technology within the home learning environment, including how much technology is used and for what purpose. Concerns that a child or young person is at risk or has been exposed to inappropriate online content must be reported to the Designated Safeguarding Lead as a safeguarding concern. If a child or young person has experienced cyber bullying, the DSL must be informed. All concerns must be recorded on the day the concern was raised.

Isabello's Preschool will work with families to share messages about the risk of inappropriate digital content, and other associated risks.

Dangerous Dogs

Banned dog breeds (meaning dogs to which section 1 of the Dangerous Dogs Act 1991

applies including the XL Bully type), must not be kept or present on the premises. This includes dogs with an exemption certificate. <https://www.gov.uk/control-dog-public/banned-dogs>

If the setting has reason to believe children under 12 years are left in close contact with a banned dog in a private place without adult supervision, this will be treated as a safeguarding concern and acted in line with our policy and procedures. All parents/carers are notified that banned dog breeds are not to be brought on to the premises.

Further advice may be sought and reports about dangerous dogs can be made to the local council dog warden or the police

Unexplained absence

Families are asked to always contact the setting if their child is going to be absent. If a child or young person does not attend at the expected time and there is no explanation for the absence, the key person will contact the parent/carer on the first day of absence. Where no contact can be made with the parent / carer or there is a safeguarding concern, the Designated Safeguarding Lead will follow the Absence Policy and local authority safeguarding procedures.

Accidents and injuries

When a child or young person arrives with a mark or injury, whether explained or unexplained, this is recorded. The child's parents/carers, the staff member who was informed of or noticed the injury, and the DSL must sign their confirmation.

If a child or young person is brought to the setting by someone who is not their parent / carer, the DSL will contact the parent / carer to confirm how the injury occurred.

Recording the information does not override the need to follow the settings and Local Authority reporting procedures should there be concerns about an injury or mark.

The Prevent Duty

All early years settings have a duty to identify vulnerable children and young people and prevent them from being drawn into radicalisation and extremism as part of our overall safeguarding responsibilities. This is known as the Prevent duty. All staff are trained in the Prevent duty. This training is renewed every two years as a minimum. A Prevent duty Risk Assessment is in place and reviewed annually.

For very young children, the risk may be through their families and may be observed through conversation about extremist beliefs or behaviours. Children and young people may be at risk of radicalisation through online content. Online safety is a part of our curriculum, and all devices that children and young people use have restricted access.

All staff actively promote values such as democracy, rule of law, individual liberty and mutual respect and tolerance. These values are embedded in the curriculum.

If a member of staff is concerned about a child, or young person of their family must speak to the DSL immediately. Actions may include the prevent advice line being contacted and a report submitted through report extremism in education. Where there is a concern about a member of staff, the LADO (Local Authority Designated Officer) must be notified.

Information Sharing

When a parent / carer registers their child or young person, they are made aware of our Privacy Notice which explains the circumstances under which information about their child or young person will be shared with other agencies.

The consent of a parent / carer to share information with other professionals is always sought, unless doing so would put the child or young person at risk of significant harm. For concerns that do not meet this threshold, then consent must be obtained, e.g. Early Help.

If a parent / carer refuses to consent for information to be shared, then the DSL must seek the advice of local children's safeguarding team without giving any personal details. If not accessing support, this puts the child or young person at risk of significant harm, then information must be shared with the children's safeguarding team without parental consent.

If a child protection referral has been made without the consent of the parents / carers, the DSL will seek the agreement of the children's safeguarding team to inform the parents / carers that the referral has been made and agree the information that will be shared.

Parents / Carers are not informed prior to making a referral if:

- There is a possibility that a child or young person may be put at risk of harm by discussion with a parent / carer.
- If a serious offence may have been committed, it is important that any potential police investigation is not jeopardised.
- There are potential concerns about sexual abuse, fabricated illness, FGM or forced marriage
- Contacting the parent / carer puts another person at risk, for example, where there is domestic abuse.

The decision not to inform a parent / carer before sharing information and the reason for not doing so must be recorded..

What to do if you are worried about a child

If a child or young person is believed to be at risk of immediate harm, staff must contact the police by dialing 999.

If a member of staff has a concern about a child, young person, or parent / carer they must:

- Immediately speak to the DSL
- Record their concern within one working day

Refer to Appendix 7 What to do if you are worried about a child

Incapacitated parent or carer

If on arrival or collection of a child or young person, a member of staff has a concern about the adult that is bringing or collecting the child, they must conduct a dynamic risk assessment and take steps to keep all children safe, for example, if an adult appears to be drunk or under the influence of drugs or demonstrating angry or threatening behaviour.

The staff member may refuse the adult entry if it is safe to do so. If the adult has entered the building, they are asked to stay in an area away from children and the DSL is immediately notified. The DSL will speak with the parent / carer and

if necessary, arrange for one of the child's or young person's emergency contacts to collect the child. If there is no one suitable to collect the child before the end of the session, children's social care will be informed.

If there is a risk of immediate harm to a child or staff, then staff must contact the police by dialing 999. The DSL is informed of the situation, and the concern is recorded on the day of the incident.

Responding to a disclosure by a child or young person

When responding to a disclosure from a child or young person, the aim is to get just enough information to take appropriate action.

- Listen calmly and carefully, allowing the child or young person time to express what they want to say.
- If you are not sure what the child or young person said or meant, you may prompt them further by saying 'tell me more or show me again.'
- If there are visible signs such as bruising, or injury, ask the child or young person how it happened if appropriate to do so.
- As soon as the child or young person is settled, report the information to the DSL.
- Record the disclosure using the child's or young person's exact words and your exact words.
- Record any visible signs such as bruising or injury on a body map.

Responding to information from a parent / carer or another adult

When responding to information from an adult the aim is to get just enough information to take appropriate action. It is important to explain to the person disclosing that you may have to share the information.

- Listen calmly and carefully, allowing the person time to express what they want to say.
- Check that you have understood the information correctly.
- If there is a sequence of events, check you have understood the order of events.
- Reassure the person that they have done the right thing to share the information.
- Inform the DSL as soon as possible.
- Record the information for the child or young person that the information refers to, keeping the information factual and clear.

Professional curiosity

- Staff should be 'professionally curious' if something doesn't feel right. Staff should avoid making assumptions and ask respectful questions to gain a deeper understanding of the situation. Concerns should be escalated as necessary.

Decision making

Once information has been shared with the DSL, they will decide what to do next. The DSL must seek the advice and guidance of the local Safeguarding Children Partnership if they are unclear of the next steps or it is a significant concern, likely to meet the threshold for referral. The decision and agreed actions must be recorded.

The DSL will use the local Safeguarding Children Partnership threshold/levels of need document to support their decision making.

Levels of need

Working Together to Safeguard Children requires local Safeguarding Children Partnerships to publish a threshold document which sets out the local criteria for action when a response is needed to a concern about a child. This document is widely known as the Levels of Need document. It is essential for DSLs to access their LSCP Levels of Need or Threshold document and understand the thresholds in their area.

- Universal: represents children with no identified additional needs and support can be offered through routine services such as GP or Health Visitor.
- Early Help: low level concern requiring input from a minimum of one professional
- Child in need wider professional involvement
- Child in need of protection

.Making a referral to Children's Social Care

The DSL takes responsibility for making a referral to Children's Social Care. This must be completed as soon as possible, and always on the day the disclosure or concern was raised. If the DSL is not on site, then the most senior person on site takes responsibility.

If the DSL is concerned about the immediate safety of a child or young person, for example if they are due to go home and it is not thought to be safe, then the police must be contacted immediately and then Children's Social Care.

Escalating a concern

Where a DSL's assessment of the risk to the child or young person differs from that of Children's Social Care and they remain concerned about the safety of a child, they must escalate the concern following local Safeguarding Children Partnership procedures.

A concern may be escalated where it is believed that:

- The local authority has not responded appropriately to a safeguarding referral to safeguard a child or young person.
- There are recurrent concerns about a child or young person, and there is an on-going inappropriate/insufficient response from the local authority.
- A child protection plan, child in need plan or social work assessment is not of sufficient quality to enable a child or young person to be safeguarded.
- Agreed actions to protect a child or young person have not happened, or have not happened within a reasonable timeframe, such as a parenting assessment or a risk assessment of a new partner with an offending history of violence.
- There is a concern about the quality, frequency, or process of safeguarding meetings, such as core groups or child in need meetings.

Professional disagreement

- If a member of staff disagrees with a decision by the DSL not to make a referral to Children's Social Care, they must initially discuss and try to resolve it with them.
- If the member of staff is still in disagreement, then they should contact the local children's safeguarding team to seek further advice.
- All discussions and agreed actions must be recorded.

Children or young people on Child Protection or Child in Need Plans

When the parent/carer completes the registration for their child, we will ask if they have a social worker and if they are on a Child Protection or Child in Need Plan, which is recorded.

The DSL and the key person will work with the family to ensure appropriate support is put in place.

The DSL will contact the named social worker and provide updates and attend meetings as required, including submitting reports. Reports will be shared with parents / carers prior to the meeting.

Allegations against a member of staff

All allegations of abuse and concerns raised about a member of staff will be acted immediately, ensuring that the child or young person is safe whilst also giving support to the person who is the subject of the allegation. An allegation or concern about a member of staff may be reported by a child, young person, parent, carer, member of staff, volunteer or member of the public. All allegations and concerns must be reported immediately to the DSL.

Identifying

An allegation against a member of staff, constitutes serious harm or abuse if they;

- 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
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

(Working Together to Safeguard Children)

Actions

Concerns are reported to the DSL who will then decide, whether the concerns meet the criteria for a referral to the Local Authority Designated Officer (LADO).

The concern must be reported to the LADO by the DSL on the day the concern was raised, and the DSL will agree with the next steps with the LADO. A copy of the referral and all actions must be recorded within one working day.

If the concern is about the DSL, then this must be reported to David Montero, Director, via info@isabellos.co.uk.

Allegations against agency staff

Allegations or concerns about agency staff are responded to as detailed in this procedure. In addition, the DSL must contact the Agency following advice from the LADO.

Notifying Ofsted

Where there is an allegation of serious harm or abuse as defined in Working Together to Safeguard Children, Ofsted must be notified as soon as possible but always within 14 days. The DSL will discuss the concern with the Service Manager before the notification is made by the Service Manager.

Behaviours that may cause concerns

Staff are required to raise all concerns about a colleague's behaviour or actions with the DSL. A concern is one that can cause a sense of unease or leave staff with a sense of doubt surrounding the practice of another member of staff. These behaviours may breach the code of conduct but not meet the threshold for making a LADO referral.

Examples of concerns could include:

- Being overfriendly with children, including the use of nicknames
- Showing favouritism towards children or family
- Making disparaging comments or laughing at a child
- Having contact with families outside of the setting which breaches the Code of Conduct.
- Carrying out actions which have the potential to cause others to become at risk of harm.
- Using inappropriate language in the workplace with potential to offend or intimidate others.
- Behaving in a way that has the potential to bring the setting into disrepute.

This list is not exhaustive. Any concern must be reported to the DSL and recorded.

Recording

All safeguarding concerns must be recorded. Concerns should be recorded by the person receiving the information. If the concern relates to more than one child or young person, then a record is completed for each child.

If a child protection or early help referral is completed, this is uploaded onto the individual's record. All records must be factual. Where someone's direct words are recorded, this must be indicated clearly using speech marks.

Full guidance on recording information is available in the record keeping procedures.

Whistleblowing

What is whistleblowing?

Whistleblowing refers to the action someone takes to report wrongdoing in the workplace that impacts others such as the public or the staff team. Employees are protected by law for reporting concerns of a criminal, fraudulent or health & safety nature. This process differs from personal grievances which will be dealt in line with the Grievance Disputes Procedure.

The whistleblowing procedure must be followed if:

- A criminal offence has been committed, is being committed, or is likely to be committed.
- A person who has failed is failing or is likely to fail to comply with any legal obligation to which he or she is subject. This includes non-compliance with policies and procedures, breaches of EYFS and/or registration requirements.
- A miscarriage of justice has occurred, is occurring or is likely to occur.
- The health and safety of any individual have been, is being or is likely to be endangered.

- The working environment has been, is being or is likely to be damaged; or,
- That information tending to show any matter falling within any one of the preceding clauses has been, is being or is likely to be deliberately concealed.

If staff wish to raise or discuss any issues which might fall into the above categories, they should raise this issue with the DSL. Staff who are unable to raise the issue with their DSL should raise the issue with David Montero, Director, via info@isabellos.co.uk

If an issue cannot be resolved and the member of staff believes a child remains at risk, the NSPCC have introduced a whistle-blowing helpline 0800 0 280 285 for professionals who believe that:

- their own or another employer will cover up the concern,
- they will be treated unfairly by their own employer for complaining,
- if they have already told their own employer and they haven't responded

NSPCC whistleblowing advice line is available. Staff can call 0800 0 280 285 - 08:00 to

20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is:

help@nspcc.org.uk.

Alternatively, staff can write to: National Society for the Prevention of

Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.

Ofsted provides guidance on how to make complaints about a provider: Complaints procedure - Ofsted - GOV.UK (www.gov.uk).

General guidance on whistleblowing can be found via: Whistleblowing for employees.

The Department for Education offers an online service for staff or service users who wish to make a disclosure in the interest of the public - this includes whistleblowing concerns.

Disclosure and Barring Service

All staff must obtain enhanced criminal record and barred list checks for every person living and/or working on the premises including volunteers (unless there is no access to the part of the premises when and where children are cared for) and/or they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present).

If a member of staff is dismissed because of a proven or strong likelihood of child abuse, inappropriate behaviour towards a child, or other behaviour that may indicate they are unsuitable to work with children such as drug or alcohol abuse, or other concerns raised during supervision when the staff suitability checks are done, the DSL will inform DBS as required.

Working with children or young people on a one-to-one basis

Working on a one-to-one basis out of sight and hearing with a child or young person is kept to a minimum due to the increased risk to children and members of staff. To work on a one-to-one basis, a risk assessment must be completed.

- A risk assessment is completed prior to any one-to-one working. This risk assessment must include how the individual needs of the child will be met, location and reason for working alone with the child. The completed risk assessment must be signed off by the setting manager
- There must be a reason for the one-to-one work.
- No member of staff should undertake lone working with a child without being aware of this procedure and a completed risk assessment.
- All one-to-one work is reviewed in supervision meetings, to ensure its relevance and effectiveness.
- Parental consent is sought for the one-to-one work to take place, and professional boundaries of the work made clear to the parent / carer and to the child.
- A record of the work and the risk assessment is kept and stored securely.

CCTV arrangements

We have chosen not to use CCTV within the setting. We believe that effective safeguarding is best achieved through robust recruitment practices, appropriate staff-to-child ratios, active supervision, regular training, strong leadership oversight, open communication with families, and an embedded safeguarding culture.

Safeguarding reviews

An annual safeguarding audit will be completed by the DSL. This is to ensure that the setting is compliant with the Safeguarding Policy and Procedures.

Where there has been significant safeguarding concern, a formal review will be undertaken and reported to and reviewed by the DSL.

Supporting Documents

Early Years Foundation Stage statutory framework (EYFS)

Information Sharing Advice for practitioners providing safeguarding services for children, young people, parents and carers

Keeping Children Safe in Education

What to do if you're worried a child is being abused: Advice for practitioners'

Working Together to Safeguard Children

Linked Policies and Procedures

The Child Protection and Safeguarding Policy and procedure and must be used in conjunction with all other policies and procedures including but not limited to:

Absence Policy

Accidents and Incidents Policy

Code of Conduct

Collection of Children Policy

Data Protection Policy

Employee Supervision Policy

Health and Safety Policy

Information Sharing Procedure

Missing Child Policy

Record Keeping Policy

Recruitment Policy

Staff code of conduct

Trips and Outings Policy

Visitors Policy

Whistle Blowing Policy

Appendices

Appendix 1 Safeguarding information for parents

Appendix 2 Types of abuse

Appendix 3 Recording and reporting concerns about radicalisation

Appendix 4 Signs and signals of abuse

Appendix 5 Vulnerabilities and risk factors

Appendix 6 Parental responsibility

Appendix 7 What to do if you are worried about a child

Appendix 8 Levels of need

Appendix 9 Multi agency meetings attendance and reports

Appendix 10 Allegations against a member of staff

Appendix 11 Court reports and attending court

- Appendix 12 Lone working risk assessment
- Appendix 13 Safeguarding incident learning review
- Appendix 14 Support for staff
- Appendix 15 Legislation informing this policy
- Appendix 16 Prevent Risk Assessment
- Appendix 17 Summary of safeguarding in our setting

06.01 Responding to safeguarding or child protection concerns

The designated safeguarding lead is Emma Montero, the deputy designated safeguarding lead is David Montero, and the designated safeguarding officer is Emma Montero.

Categories and other types of abuse

The four main categories of child abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse (incorporates child sexual exploitation)
- Neglect

Other kinds of abuse include, but are not limited to:

- Domestic abuse
- Fabricated or induced illness
- Child abuse linked to a belief in spirit possession.
- Child criminal exploitation
- Female genital mutilation
- Extremism/radicalisation

Online abuse

- Complex, multiple, or organised abuse

Children and young people with additional vulnerabilities

Children and young people may be at increased risk due to additional vulnerabilities that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture. Staff fully consider these vulnerabilities when there is safeguarding, or child protection matters.

Safeguarding roles

- All staff recognise and know how to respond to signs and signals that may indicate a child is suffering from or likely to be suffering from harm. They understand that they have a responsibility to act immediately by discussing their concerns with the designated safeguarding lead or a named back-up designated safeguarding lead.
- The manager and deputy are the designated safeguarding lead and back-up designated safeguarding lead, responsible for co-ordinating action taken by the setting to safeguard vulnerable children and adults. The designated safeguarding lead is also responsible for liaising with local statutory children's services and with the Local Safeguarding Partnership.
- All concerns about the welfare of children in Isabello's Preschool at home, or elsewhere should be reported to the designated safeguarding lead or the back-up designated safeguarding lead in their absence
- The designated safeguarding lead ensures that all educators at Isabello's Preschool are alert to the indicators of abuse and neglect and understand how to identify and respond to these.
- The setting should not operate without an identified designated safeguarding lead at any time.
- The line manager Emma Montero of the designated safeguarding lead is the designated officer.
- The designated safeguarding lead informs the designated officer about serious concerns as soon as they arise and agree the action to be taken, seeking further clarification if there are any doubts that the issue is safeguarding.
- If it is not possible to contact the designated officer, action to safeguard the child is taken first and the designated officer is informed later. If the designated officer is unavailable advice is sought from their line manager or equivalent.
- Issues which may require notifying to Ofsted are notified to the designated officer to decide regarding notification. The designated safeguarding lead and designated officer must remain up to date with Ofsted reporting and notification requirements.
- If there is an incident, which may require reporting to RIDDOR the designated officer immediately seeks guidance from the directors as appropriate. There continues to be a requirement that the designated officer follows

legislative requirements in relation to reporting to RIDDOR. This is fully addressed in section 01 Health and Safety procedures.

- Isabello's Preschool follow procedures of West Sussex Safeguarding Children Partnership (WSSCP) Local Safeguarding Partners (LSP) for safeguarding and any specific safeguarding procedures such as responding to radicalisation/extremism concerns. Procedures are followed for managing allegations against staff, as well as for responding to concerns and complaints raised about quality or practice issues, through whistleblowing and escalation.

Responding to marks or injuries observed

- If a member of staff at Isabello's Preschool observes or is informed by a parent/carer of a mark or injury to a child that happened at home or elsewhere, the member of staff makes a record of the information given to them by the parent/carer in the child's personal file, which is signed by the parent/carer.
- The member of staff advises the designated safeguarding lead as soon as possible if there are safeguarding concerns about the circumstance of the injury.
- If there are concerns about the circumstances or explanation given, by the parent/carer and/or child, the designated safeguarding lead decides the course of action to be taken after reviewing the child's safeguarding chronology and summary and completing the setting's safeguarding incident record.
- If the mark or injury is noticed later in the day and the parent is not present, this is raised with the designated safeguarding lead.
- If there are concerns about the nature of the injury, and it is unlikely to have occurred at the setting, the designated safeguarding lead decides the course of action required and the setting's safeguarding incident record is completed as above, taking into consideration any explanation given by the child.
- If a child or young person is believed to be at risk of immediate harm staff must contact the police by dialling 999.
- If there is a likelihood that the injury is recent and occurred at the setting, this is raised with the designated safeguarding lead.
- If there is no cause for further concern, a record is made in the individual child's chronology and Accident Record, with a note that the circumstances of the injury are not known.
- If the injury is unlikely to have occurred at the setting, this is raised with the designated safeguarding lead who informs the designated officer.
- The parent/carer is advised at the earliest opportunity.
- If the parent/carer believes that the injury was caused at the setting this is still recorded in the Accident Record and an accurate record made of the discussion is made on the child's personal file.

Responding to the signs and signals of abuse

- If a child or young person is believed to be at risk of immediate harm, staff must contact the police by dialling 999.
- If a member of staff has a concern about a child, young person, parent or carer, they must speak to the DSL immediately
- A written record is made of the concern on the setting's safeguarding incident record as soon as possible.
- Concerns that a child is in immediate danger or at risk of significant harm are responded to immediately and if a referral is necessary this is made on the same working day.

Responding to a disclosure by a child

- When responding to a disclosure from a child, the aim is to get just enough information to take appropriate action.
- The member of staff at Isabello's Preschool listens carefully and calmly, allowing the child time to express what they want to say.
- Staff do not attempt to question the child but if they are not sure what the child said, or what they meant, they may prompt the child further by saying 'tell me more about that' or 'show me again'.
- Reassure the child e.g. by saying 'thank you for telling me'
- After the initial disclosure, staff speak immediately to the designated safeguarding lead. They do not further question or attempt to interview a child.
- If a child shows visible signs of abuse such as bruising or injury to any part of the body and it is age appropriate to do so, the key person will ask the child how it happened.

- When recording a child's disclosure on the setting's safeguarding incident record, their exact words are used as well as the exact words with which the member of staff responded.
- If marks or injuries are observed, these are recorded on a body diagram.

Decision making (all categories of abuse)

- The designated safeguarding lead makes a professional judgement about referring to other agencies, including Social Care using the Local Safeguarding Partnership (LSP) threshold document for guidance:
- Level 1: Child's needs are being met. Universal support.
- Level 2: Universal Plus. Additional professional support is needed to meet child's needs.
- Level 3: Universal Partnership Plus. Targeted Early Help. Coordinated response needed to address multiple or complex problems.
- Level 4: Specialist/Statutory intervention required. Children in acute need, likely to be experiencing, or at risk of experiencing significant harm.
- Staff at Isabello's Preschool are alert to indicators that a family may benefit from early help services and should discuss this with the designated safeguarding lead, also completing the setting's safeguarding incident record if they have not already done so.

Seeking consent from parents/carers to share information before making a referral for early help

Parents/carers are made aware of Isabello's Preschool Privacy Notice which explains the circumstances under which information about their child will be shared with other agencies. When a referral for early help is necessary, the designated safeguarding lead must always seek consent from the child's parents/carers to share information with the relevant agency.

- If consent is sought and withheld and there are concerns that a child may become at risk of significant harm without early intervention, there may be sufficient grounds to over-ride a parental decision to withhold consent.
- If a parent/carer withholds consent, this information is included on any referral that is made to the local authority. In these circumstances a parent should still be told that the referral is being made beforehand (unless to do so may place a child at risk of harm).

Informing parents/carers when making a child protection referral

In most circumstances, consent will not be required to make a child protection referral, because even if consent is refused, there is still a professional duty to act upon concerns and make a referral. When a child protection referral has been made, the designated safeguarding lead contacts the parents/carers (only if agreed with social care) to inform them that a referral has been made, indicating the concerns that have been raised, unless social care advises that the parent/carer should not be contacted until such time as their investigation, or the police investigation, is concluded. Parents/carers are not informed prior to making a referral if:

- there is a possibility that a child may be put at risk of harm by discussion with a parent/carer, or if a serious offence may have been committed, as it is important that any potential police investigation is not jeopardised
- there are potential concerns about sexual abuse, fabricated illness, FGM or forced marriage
- contacting the parent/carer puts another person at risk; situations where one parent may be at risk of harm, e.g. abuse; situations where it has not been possible to contact parents/carers to seek their consent may cause delay to the referral being made

The designated safeguarding lead makes a professional judgment regarding whether consent (from a parent/carer) should be sought before making a child protection referral as described above. They record their decision about informing or not informing parents along with an explanation for this decision. Advice will be sought from the appropriate children's social work team if there is any doubt.

Making a referral to Children's social care

- The designated safeguarding lead is Emma Montero, the deputy designated safeguarding lead is David Montero, and the designated safeguarding officer is Emma Montero.
- If the designated safeguarding lead or their back-up is not on site, the most senior member of staff present takes responsibility for making the referral to social care.
- If a child is believed to be in immediate danger, or an incident occurs at the end of the session and staff are concerned about the child going home that day, then the Police and/or social care are contacted immediately.

- If the child is 'safe' because they are still in the setting, and there is time to do so, the senior member of staff contacts the setting's designated officer for support.
- Arrangements for cover (as above) when the designated safeguarding lead and back-up designated safeguarding lead are not on-site are agreed in advance by the setting manager and clearly communicated to all staff.

Further recording

- Information is recorded using the setting's nursery management software (if used) or alternatively the setting's safeguarding incident record, and a brief summary entered on the child's safeguarding chronology and summary. Discussion with parents/carers and any further discussion with social care is recorded. If recording a conversation with parents/carers that is significant, regarding the incident or a related issue, parents/carers are asked to sign and date it a record of the conversation. It should be clearly recorded what action was taken, what the outcome was and any follow-up.
- If a referral was made, copies of all documents are kept and stored securely and confidentially (including copies) in the child's safeguarding file, or on the setting's management software
- Each member of staff/volunteer who has witnessed an incident or disclosure should also make a written statement on the setting's safeguarding incident record, as above.
- The referral is recorded on the child's safeguarding chronology and summary.
- Follow up phone calls to or from social care are recorded in the child's file; with date, time, the name of the social care worker and what was said.
- Safeguarding records are kept up to date and made available for confidential access by the designated officer to allow continuity of support during closures or holiday periods.

Reporting a serious child protection incident using the setting's confidential safeguarding incident record

- The designated safeguarding lead is responsible for reporting to the designated officer and seeking advice if required prior to making a referral as described above.
- For child protection concerns, it will be necessary for the designated safeguarding lead to complete the setting's confidential safeguarding incident record and send it to the designated officer.
- Further briefings are sent to the designated officer when updates are received until the issue is concluded.

Professional disagreement/escalation process

- If a member of staff at Isabello's Preschool disagrees with a decision made by the designated safeguarding lead not to make a referral to social care they must initially discuss and try to resolve, it with them.
- If the disagreement cannot be resolved with the designated safeguarding lead and the member of staff continues to feel a safeguarding referral is required, then they discuss this with the designated officer.
- If issues cannot be resolved the whistle-blowing policy should be used, as set out below.
- Supervision sessions are also used to discuss concerns, but this must not delay making safeguarding referrals.
- If there is a concern over the response or action (including recurrent concerns, timescales of responses or quality or process concerns) taken by the local authority, the LSPs escalation procedure should be followed.

Whistleblowing

Isabello's Preschool will ensure that all staff are familiar with the whistleblowing procedure. We have clear whistleblowing procedures and will ensure everyone working with children knows how to raise concerns and that all concerns will be taken seriously and prompt action taken.

The whistle blowing procedure must be followed in the first instance if:

- a criminal offence has been committed, is being committed or is likely to be committed
- a person has failed, is failing or is likely to fail to comply with any legal obligation to which he or she is subject. This includes non-compliance with policies and procedures, breaches of EYFS and/or registration requirements
- an injustice has occurred, is occurring or is likely to occur
- the health and safety of any individual has been, is being or is likely to be endangered
- the working environment has been, is being or is likely to be damaged
- that information tending to show any matter falling within any one of the preceding clauses has been, is being or is likely to be deliberately concealed

There are 3 stages to raising concerns as follows:

- If staff wish to raise or discuss any issues which might fall into the above categories, they should normally raise this issue with their manager/designated safeguarding lead.
- Staff who are unable to raise the issue with their manager/designated safeguarding lead should raise the issue with their line manager's manager/designated officer.
- If staff are still concerned after the investigation, or the matter is so serious that they cannot discuss it with a line manager, they should raise the matter with David Montero, Director, via info@isabellos.co.uk.

After a concern has been raised, the manager/line manager will decide how to respond in a reasonable and appropriate manner. Normally this will involve making internal enquires first, but it may be necessary to carry out an investigation.

Whilst it is hoped that such disclosures will never be necessary, the setting management recognises that it may find itself in circumstances which are new to it. Each case will be treated on its own merits.

Managers' responsibilities

Managers/line managers notified of concerns under this policy are expected to:

- ensure that all staff and volunteers are familiar with the policy
- ensure that concerns raised are taken seriously;
- treat the matter in confidence, within the parameters of the case;
- where appropriate, investigate properly and make an objective assessment of the concern;
- keep the person raising the concern updated with progress, without breaching confidentiality;
- ensure that the action necessary to resolve a concern is taken;
- take appropriate steps to ensure that the employee's working environment and/or working relationship is/are not prejudiced by the fact of disclosure.

If an issue cannot be resolved and the member of staff believes a child remains at risk because the setting or the local authority have not responded appropriately, the NSPCC have introduced a whistle-blowing helpline 0800 028 0285 for professionals who believe that:

- their own or another employer will cover up the concern
- they will be treated unfairly by their own employer for complaining
- if they have already told their own employer and they have not responded

Isabello's Preschool will ensure that all staff are aware of the NSPCC whistleblowing helpline

Female genital mutilation (FGM)

Staff should be alert to symptoms that would indicate that FGM has occurred, or may be about to occur, and take appropriate safeguarding action. Designated safeguarding leads should contact the police immediately as well as refer to children's services local authority social work if they believe that FGM may be about to occur.

It is illegal to undertake FGM or to assist anyone to enable them to practice FGM under the Female Genital Mutilation Act 2003, it is an offence for a UK national or permanent UK resident to perform FGM in the UK or overseas. The practice is medically unnecessary and poses serious health risks to girls. FGM is mostly carried out on girls between the ages of 0-15 and statistics indicate that in half of countries who practise FGM girls were cut before the age of 5. LSP guidance must be followed in relation to FGM, and the designated person is informed regarding specific risks relating to the culture and ethnicity of children who may be attending their setting and shares this knowledge with staff.

Symptoms of FGM in very young girls may include difficulty walking, sitting or standing; painful urination and/or urinary tract infection; urinary retention; evidence of surgery; changes to nappy changing or toileting routines; injury to adjacent tissues; spends longer than normal in the bathroom or toilet; unusual and /or changed behaviour after an absence from the setting (including increased anxiety around adults or unwillingness to talk about home experiences or family holidays); parents are reluctant to allow child to undergo normal medical examinations; if an older sibling has undergone the procedure a younger sibling may be at risk; discussion about plans for an extended family holiday

Further guidance

NSPCC 24-hour FGM helpline: 0800 028 3550 or email fgmhelp@nspcc.org.uk

Government help and advice: www.gov.uk/female-genital-mutilation

Children and young people vulnerable to extremism or radicalisation

Isabello's Preschool has a duty to identify and respond appropriately to concerns of any child or adult at risk of being drawn into terrorism. LSP's have procedures which cover how professionals should respond to concerns that children or young people may be at risk of being influenced by or being made vulnerable by the risks of extremism.

There are potential safeguarding implications for children and young people who have close or extended family or friendship networks linked to involvement in extremism or terrorism.

- The designated safeguarding lead is Emma Montero, the deputy designated safeguarding lead is David Montero, and the designated safeguarding officer is Emma Montero.
- Channel Duty guidance: Protecting people vulnerable to being drawn into terrorism www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance
- Prevent Strategy (HMG 2011) www.gov.uk/government/publications/prevent-strategy-2011
- The Prevent duty: for schools and childcare providers www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
- The designated safeguarding lead is Emma Montero, the deputy designated safeguarding lead is David Montero, and the designated safeguarding officer is Emma Montero.
- The designated safeguarding lead is Emma Montero, the deputy designated safeguarding lead is David Montero, and the designated safeguarding officer is Emma Montero.
- The designated safeguarding lead should also ensure that they and all other staff at Isabello's Preschool working with children and young people understand how to recognise that someone may be at risk of violent extremism.
- The designated safeguarding lead also ensures that all staff at Isabello's Preschool are aware of their responsibilities with regard to equality and inclusion and children's rights. If available in the area, the designated safeguarding lead should complete WRAP (or equivalent) training and support staff to access the training as offered by local authorities. WRAP training covers local arrangements for dealing with concerns that a child may be at risk of extremism and/or radicalisation.
- The designated safeguarding lead should understand the perceived terrorism risks in relation to the area that they deliver services in.

Parental consent for radicalisation referrals

LSP procedures are followed at Isabello's Preschool in relation to whether parental consent is necessary prior to making a referral about a concern that a child or adult may be at risk of being drawn into terrorism. It is good practice to seek the consent of the person, or for very young children, the consent of their parent/carer prior to making a referral, but it is not a requirement to seek consent before referring a concern regarding possible involvement in extremism or terrorism if it may put a child at risk, or if an offence may have been or may be committed. Advice should be sought from line managers and local agencies responsible for safeguarding, as to whether consent should be sought on a case-by-case basis. Designated safeguarding lead at Isabello's Preschool is mindful that discussion regarding potential referral due to concerns may be upsetting for the subject of the referral and their family. Initial advice regarding whether an incident meets a threshold for referral can be sought from the relevant local agency without specific details such as names of the family being given in certain circumstances.

Consent is required prior to any individual engaging with a Channel intervention. Consent is usually sought by Channel partners, but LSP procedures should be followed regarding this.

If there is a concern that a person is already involved in terrorist activity this must be reported to the Anti-Terrorist Hot Line 0800 789 321-Text/phone 0800 0324 539. Police can be contacted on 101.

- Concerns about children affected by gang activity/serious youth violence

Educators at Isabello's Preschool are aware that children can be put at risk by gang activity, both through participation in and as victims of gang violence. Whilst young children will be very unlikely to become involved in gang activity they may potentially be put at risk by the involvement of others in their household in gangs, such as an adult sibling or a parent/carer. The designated safeguarding lead at Isabello's Preschool is familiar with the LSP guidance and procedures in relation to safeguarding children affected by gang activity and ensures this is followed where relevant.

Forced marriage/Honour based violence

Educators at Isabello's Preschool are aware that forced marriage is a marriage in which one or both spouses do not consent to the marriage but are forced into it and will act accordingly as detailed below. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to

consent coercion is not required for a marriage to be forced. A forced marriage is distinct from an arranged marriage. An arranged marriage may have family involvement in arranging the marriages, but crucially the choice of whether to accept the arrangement remains with the prospective spouses.

Forced marriage became criminalised in 2014. There are also civil powers for example a Forced Marriage Protection Order to protect both children and adults at risk of forced marriage and offers protection for those who have already been forced into marriage.

Risks in relation to forced marriage are high and it is important that educators ensure that anyone at risk of forced marriage is not put in further danger.

If someone is believed to be at risk it is helpful to get as much practical information as possible, bearing in mind the need for absolute discretion. Information that can be helpful will include things like, names, addresses, passport numbers, national insurance numbers, details of travel arrangements, dates and location of any proposed wedding, names and dates of birth of prospective spouses, details of where and with whom they may be staying, etc. Forced marriage can be linked to honour-based violence, which includes assault, imprisonment and murder. Honour based violence can be used to punish an individual for undermining what the family or community believes to be the correct code of behaviour.

In an emergency police should be contacted on 999.

Forced Marriage Unit can be contacted either by professionals or by potential victims seeking advice in relation to their concerns. The contact details are below.

- Telephone: +44 (0) 20 7008 0151
- Email: fmu@fco.gov.uk
- Email for outreach work: fmuoutreach@fco.gov.uk

Supporting documentation

Early Years Foundation Stage statutory framework (EYFS)

Information Sharing Advice for practitioners providing safeguarding services for children, young people, parents and carers

Keeping Children Safe in Education

What to do if you're worried a child is being abused: Advice for practitioners'

Working Together to Safeguard Children

Further guidance

Accident Record (Alliance Publication)

Multi-agency practice guidelines: Handling cases of Forced Marriage (HMG 2014)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

Developing an effective safeguarding culture in early years education (Alliance Publication)

06.02 Concerns and allegations of harm or abuse against staff

Concerns may come from a parent/carer, child, colleague, or the public. Allegations or concerns must be referred to the designated safeguarding lead without delay - even if the person making the allegation later withdraws it.

What may be a cause for concern Examples could include:

- being over friendly with children
- having favourites
- adults taking photographs of children on their mobile phone.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language

Responding to concerns

Any concerns about the conduct of staff, students or volunteers must be shared with the designated safeguarding lead and recorded. The designated safeguarding lead should be informed of all concerns, including those that may initially be considered 'low level' and make the final decision on how to respond. Where appropriate this can be done in consultation with their line manager.

Reporting concerns about the conduct of a colleague, student or volunteer contributes towards a safeguarding culture of openness and trust. It ensures that adults consistently model the setting's values and helps keep children safe. It protects adults from potential false allegations or misunderstandings.

In some instances, low-level concerns about staff conduct can be addressed through supervision, training, or disciplinary processes where an internal investigation may take place.

Identifying concerns about serious harm, or abuse

An allegation against a member of staff, volunteer or agency staff constitutes serious harm or abuse if they:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Informing the LADO

- All staff report allegations to the designated safeguarding lead.
- The LADO is contacted as soon as possible and within one working day. If the LADO is on leave or cannot be contacted the LADO team manager is contacted and/or advice sought from the point of entry safeguarding team/mash/point of contact, according to local arrangements.
- It is essential that no investigation occurs until and unless the LADO has expressly given consent for this to occur, however, the person responding to the allegation does need to understand what explicitly is being alleged.
- The designated safeguarding lead must take steps to ensure the immediate safety of children, parents, and staff on that day within the setting.
- A child protection referral is made if required. The LADO, line managers and local safeguarding children's services can advise on whether a child protection referral is required.
- The designated safeguarding lead asks for clarification from the LADO on the following areas:
 - what actions the designated safeguarding lead must take next and when and how the parents/carers of the child are informed of the allegation
 - whether or not the LADO thinks a criminal offence may have occurred and whether the police should be informed and if so, who will inform them
 - whether the LADO is happy for the provider to pursue an internal investigation without input from the LADO, or how the LADO wants to proceed
 - whether the LADO thinks the person concerned should be suspended, and whether they have any other suggestions about the actions the designated person has taken to ensure the safety of the children and staff attending the setting
- The designated safeguarding lead records details of discussions and liaison with the LADO including dates, type of contact, advice given, actions agreed and updates on the child's case file.

- Parents/carers are not normally informed until discussion with the LADO has taken place, however in some circumstances the designated safeguarding lead may need to advise parents/carers of an incident involving their child straight away, for example if the child has been injured and requires medical treatment.
- Staff do not investigate the matter unless the LADO has specifically advised them to investigate internally. Guidance should also be sought from the LADO regarding whether suspension should be considered. The person dealing with the allegation must take steps to ensure that the immediate safety of children, parents/carers and staff is assured. It may be that in the short-term measures other than suspension, such as requiring a staff member to be office based for a day, or ensuring they do not work unsupervised, can be employed until contact is made with the LADO and advice given.
- The designated safeguarding lead ensures staff fill in the setting's safeguarding incident record.
- If, after discussion, with the designated safeguarding lead, the LADO decides that the allegation is not obviously false, and there is cause to suspect that the child/ren is suffering or likely to suffer significant harm, then the LADO will normally refer the allegation to children's social care.
- Notification to Ofsted is required for any allegations made against a member of staff, therefore the designated safeguarding lead will inform Ofsted as soon as possible, but no later than 14 days after the event has occurred. The designated safeguarding lead will liaise with the designated safeguarding officer or director about notifying Ofsted.
- Ofsted must be updated of the actions taken by the setting, even if the LADO decides the allegation does not meet their threshold for investigation. The designated safeguarding lead ensures that the the setting's confidential safeguarding incident record is completed and sent to the designated safeguarding officer or director. If the designated officer is unavailable their equivalent must be contacted.
- Avenues such as performance management or coaching and supervision of staff will also be used instead of disciplinary procedures where these are appropriate and proportionate. If an allegation is ultimately upheld the LADO may also offer a view about what would be a proportionate response in relation to the accused person.
- The designated safeguarding lead must consider revising or writing a new risk assessment where appropriate, for example if the incident related to an instance where a member of staff has physically intervened to ensure a child's safety, or if an incident relates to a difficulty with the environment such as where parents/carers and staff are coming and going, and doors are left open.
- All allegations are investigated even if the person involved resigns or ceases to be a volunteer and DBS should be informed.

Allegations against agency staff

Any allegations against agency staff must be responded to as detailed in this procedure. In addition, the designated safeguarding lead must contact the agency following advice from the LADO

Allegations against the designated safeguarding lead.

- If a member of staff has concerns that the designated safeguarding lead has behaved in a way that indicates they are not suitable to work with children as listed above, this is reported to the designated officer following the setting's whistleblowing process, who will investigate further.
- During the investigation, the designated safeguarding officer or director will identify another suitably experienced person to take on the role of designated safeguarding lead.
- If an allegation is made against the designated safeguarding officer or director, then the directors are informed.

Recording

- A record is made of an allegation/concern, along with supporting information using the setting's safeguarding management software or it is entered on the file of the child, (if the allegation involves a specific child or children and the the child's safeguarding chronology and summary is completed and placed in the front of the child's file).
- If the allegation refers to more than one child, this is recorded in each child's file
- If relevant, a child protection referral is made, with details held on the child's file.

Disclosure and Barring Service

- If a member of staff is dismissed because of a proven or strong likelihood of child abuse, inappropriate behaviour towards a child, or other behaviour that may indicate they are unsuitable to work with children such as drug or alcohol abuse, or other concerns raised during supervision when the staff suitability checks are done, a referral to the Disclosure and Barring Service is made.

Supervised volunteers working in early years settings require an enhanced Disclosure and Barring Service (DBS) check with children's barred list information before they start volunteering.

Staff and any students over 16 require full suitability checks including a DBS to be completed prior to commencing employment.

Escalating and whistleblowing concerns

- If a member of staff at Isabello's Preschool believes at any time that children may be in danger due to the actions or otherwise of a member of staff or volunteer, they must discuss their concerns immediately with the designated safeguarding lead.
- If, after discussions, with the designated safeguarding lead, they still believe that appropriate action to protect children has not been taken they must speak to the designated safeguarding officer or director.
- If there are still concerns then the whistle blowing procedure must be followed, as set out in 06.1 Responding to safeguarding or child protection concerns.

06.03 Visitor or intruder on the premises

The safety and security of the premises at Isabello's Preschool is maintained at all time and staff are vigilant in areas that pose a risk, such as shared premises. A risk assessment is completed to ensure that unauthorised visitors cannot gain access.

Visitors with legitimate business - generally a visitor will have made a prior appointment

- On arrival, any visitor to Isabello's Preschool are asked to verify their identity and confirm who they are visiting.
- Staff will ask them to sign in and explain the procedures for the use of mobile phones and emergency evacuation.
- Visitors (including visiting VIPs) are never left alone with the children at any time.
- Visitors to the setting are monitored and asked to leave immediately should their behaviour give cause for concern.

Intruder

An intruder is an individual who has not followed visitor procedures and has no legitimate business to be in the setting; he or she may or may not be a hazard to the setting.

- An individual who appears to have no business at Isabello's Preschool will be asked for their name and purpose for being there.
- The staff member identifies any risk posed by the intruder.
- The staff member ensures the individual follows the procedure for visitors.
- The setting manager is immediately informed of the incident and takes necessary action to safeguard children.
- If there are concerns for the safety of children, staff evacuate them to a safe place in the building and contact police. In some circumstance, this could lead to 'lockdown' of the setting and will be managed by the responding emergency service (see procedure 01.18 Terrorist threat/attack and lock-down).
- The designated safeguarding lead informs their designated officer of the situation at the first opportunity.
- In the case of a serious breach where there was a perceived or actual threat to the safety of the children at Isabello's Preschool, the manager/designated person completes the setting's confidential safeguarding incident record) and copies in their line manager on the day of the incident. The directors ensure a robust organisational response and ensure that learning is shared.

06.04 Uncollected child

If a child is not collected by closing time at Isabello's Preschool, or the end of the session and there has been no contact from the parent/carer, or there are concerns about the child's welfare then this procedure is followed.

- The designated safeguarding lead is informed of the uncollected child as soon as possible and attempts to contact the parents/carers by phone.
- If the parents/carers cannot be contacted, the designated safeguarding lead uses the emergency contacts to inform a known carer of the situation and arrange collection of the child. Isabello's Preschool will endeavour to hold at least two emergency contacts.
- After one hour, the designated safeguarding lead contacts the local social care out-of-hours duty officer if the parents/carers or other known carer cannot be contacted and there are concerns about the child's welfare or the welfare of the parents/carers.
- The designated safeguarding lead should arrange for the collection of the child by social care.
- Where appropriate, the designated safeguarding lead should also notify police.

Members of staff at Isabello's Preschool do not:

- go off the premises to look for the parents/carers
- leave the premises to take the child home, or to another carer
- offer to take the child home with them to care for them in their own home until contact with the parent/carer is made
- a record of conversations with parents/carers should be made and recorded on the child's file with parents/carers being asked to sign and date the recording.
- a record of conversations with parents/carers should be made and recorded on the child's file with parents/carers being asked to sign and date the recording.
- This is logged on the child's personal file along with the actions taken. the setting's confidential safeguarding incident record should also be completed if there are safeguarding and welfare concerns about the child, or if Social Care have been involved due to the late collection.
- If there are recurring incidents of late collection, a meeting is arranged with the parents/carers to agree a plan to improve timekeeping and identify any further support that may be required.

06.05 Missing child

In the building Isabello's Preschool

- As soon as it is noticed that a child is missing, the member of staff informs the designated safeguarding lead who initiates a search within the setting.
- If the child is found on-site, the designated safeguarding lead checks on the welfare of the child and investigates the circumstances of the incident.
- If the child is not found on site, one member of staff searches the immediate vicinity, if there is no sign of the child, the police are called immediately. The parents/carers are then called and informed.
- The designated safeguarding lead contacts their designated safeguarding officer or director.

Off-site Isabello's Preschool (outing or walk)

- As soon as it is noticed that a child is missing, the senior staff present carries out a headcount.
- One member of staff searches the immediate vicinity.
- If the child is not found, the senior staff calls the police and then contacts the designated safeguarding lead, (if not already on the outing).
- The designated safeguarding lead informs the parents/carers.
- Members of staff return the children to the setting as soon as possible if it is safe to do so. According to the advice of the police, one senior member of staff should remain at the site where the child went missing and wait for the police to arrive.
- The designated safeguarding lead contacts the designated safeguarding officer or director.

Recording and reporting

- A record is made on the child's safeguarding chronology and summary and the setting's safeguarding incident record. The designated safeguarding lead completes and circulates the setting's confidential safeguarding incident record to the designated safeguarding officer or director on the same day that the incident occurred.

The investigation

- Ofsted are informed as soon as possible (and at least within 14 days).
- The designated safeguarding officer or director carries out a full investigation.
- The designated safeguarding lead and the designated safeguarding officer or director speak with the parents/carers together and explain the process of the investigation.
- Staff present during the incident writes a full report using the setting's safeguarding incident record, or the setting's management software system. The report is filed in the child's file.
- Staff do not discuss any missing child incident with the press.
- Further information should only be shared by the manager or with the managers permission.

06.06 Impaired capacity of a parent or carer

Incapacitated refers to a condition which renders a parent/carers unable to take responsibility for their child; this could be at the time of collecting their child from the setting or on arrival. Concerns may include:

- appearing drunk
- appearing under the influence of drugs
- demonstrating angry and threatening behaviour to the child, members of staff or others
- appearing erratic or manic

Informing

- If a member of staff at Isabello's Preschool is concerned that a parent/carers display any of the above characteristics, they inform the designated safeguarding lead as soon as possible.
- The designated safeguarding lead assesses the risk and decides if further intervention is required.
- If it is decided that no further action is required, a record of the incident is made in the setting's safeguarding incident record.
- If intervention is required, the designated safeguarding lead speaks to the parent/carers in an appropriate, confidential manner.
- The designated safeguarding lead will, in agreement with the parent/carers, use emergency contacts listed for the child to ask an alternative adult to collect the child.
- The emergency contact is informed of the situation by the designated safeguarding lead and of the setting's requirement to inform social care of their contact details.
- The designated safeguarding officer and directors are informed of the situation as soon as possible and provide advice and assistance as appropriate.
- If there is no one suitable to collect the child, social care are informed.
- If violence is threatened towards anybody, the police are called immediately.
- If the parent/carers takes the child from Isabello's Preschool while incapacitated the police are called immediately and a referral is made to social care.

Recording

- The designated safeguarding lead completes the setting's safeguarding incident record and if social care were contacted the setting's confidential safeguarding incident record is completed. If police were contacted the setting's confidential safeguarding incident record should also be copied to the directors
- Further updates/notes/conversations/ telephone calls are recorded.
- Staff are offered appropriate support and advice regarding their wellbeing.

06.07 Death of a child on-site

Identifying

- If it is suspected that a child has died in Isabello's Preschool, emergency resuscitation will be given to the child by a qualified First Aider until the ambulance arrives.
- Only a medical practitioner can confirm a child has died.

Informing

- The designated safeguarding lead ensures emergency services have been contacted including ambulance and police.
- The parents/carers are contacted and asked to come to the setting immediately, informing them that there has been an incident involving their child and that an ambulance has been called, asking them to come straight to the setting or hospital, as appropriate.
- The designated safeguarding lead calls the designated safeguarding officer and informs them of what has happened.
- The directors are contacted and the setting's confidential safeguarding incident record is prepared by the designated safeguarding lead.
- A member of staff is delegated to phone all parents/carers to collect their children. The reason given must be agreed by the designated safeguarding officer and the information given should be the same to each parent/carer.
- The decision on how long the setting will remain closed will be based on police advice.
- Ofsted are informed of the incident by the nominated person, and a RIDDOR report is made.
- Staff will not discuss the death of a child with the press.

Responding

- The directors will decide how the death is investigated within the organisation after taking advice from relevant agencies.
- The directors will coordinate support for staff and children to ensure their mental health and well-being.

Further guidance

Supporting Children's Experiences of Loss and Separation (Alliance Publication)

06.08 Looked-after children

Identification

A 'Looked after Child' is a child in public care, who is placed with foster carers, in a residential home or with parents/carers or other relatives.

Services provided to Looked After Children

- We can offer services that enable a child to play/engage with other children while the carer stays.
- Where the child is already in attendance and has a secure attachment with an existing key person a continuation of the existing place will be offered.

Two-year-olds

- Places will be offered to two-year-old children who are looked after; where the placement in the setting will normally last a minimum of three months.
- Where the child is already in attendance and has a secure attachment with an existing key person a continuation of the existing place will be offered.

Three- and four-year-olds

- Places will be offered for funded children who are looked after; where the placement in the setting will normally last a minimum of six weeks.
- If a child who attends a setting is taken into care and is cared for by a local carer the place will continue to be made available to the child.

Additional Support

- The designated safeguarding lead and key person at Isabello's Preschool will liaise with agencies and professionals involved with the child, and their family, and ensure appropriate information is gained and shared.
- A meeting of professionals involved with the child is convened by the setting at the start of a placement. A Personal Education Plan (PEP) for children over 3 years old is put in place within 10 days of the child becoming looked after.
- Following this meeting, a care plan is agreed and reviewed after two weeks, six weeks, three months, and thereafter at three- to six-monthly intervals.
- Isabello's Preschool will have regular contact with the social worker and this will be maintained through planned meetings, which will include contribution to the PEP which is reviewed annually.

06.09 Online safety and use of electronic devices

Online Safety

It is important that children and young people attending Isabello's Preschool receive consistent messages about the safe use of technology and can recognise and manage the risks posed in both the real and the virtual world.

Terms such as 'online safety', 'online', 'communication technologies' and 'digital technologies' refer to fixed and mobile technologies that adults and children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks; the issues are:

Content - being exposed to illegal, inappropriate or harmful material

Contact - being subjected to harmful online interaction with other users

Conduct - personal online behaviour that increases the likelihood of, or causes, harm

I.C.T Equipment

- The manager at Isabello's Preschool ensures that all computers have up-to-date virus protection installed.
- Tablets are only used by educators at Isabello's Preschool for the purposes of observation, assessment, and planning and to take photographs for individual children's learning journeys.
- Tablets remain on the premises and are always stored securely when not in use.
- Staff follow the additional guidance provided with the system
- Screen based assistive technologies may be used to support staff or children in the setting on a case by case basis
- The setting manager will regularly spot check devices to ensure they are being used safely and securely.
- Families should be informed of how the setting is supporting children's use of technology.

Content

- Children should not be alone when using devices. Screen time should be with the co-engagement of an adult
- For children aged two to five, screen time at the setting is purposeful, supervised and limited; families are also signposted to current health guidance - this includes time spent on screens at home.
- Any content should be slow, repetitive and predictable to support children's learning. It should be free of adverts, scrolling and autoplay features.
- Staff should use their professional judgement when assessing educational tools, software and apps.

Internet access

- Children never have unsupervised access to the internet.
- The setting manager ensures that risk assessments in relation to online safety are completed.
- Only reputable sites with a focus on early learning are used (e.g., CBeebies).
- Video sharing sites such as YouTube are not accessed due to the risk of inappropriate content.
- Children are taught the following stay safe principles in an age-appropriate way:
 - only go online with a grown up
 - be kind online and keep information about me safely
 - only press buttons on the internet to things I understand
 - tell a grown up if something makes me unhappy on the internet
- Staff at Isabello's Preschool support children's resilience in relation to issues they may face online, and address issues such as staying safe, appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age-appropriate ways.
- All computers for use by children are sited in an area clearly visible to staff.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at www.iwf.org.uk.

The setting manager ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.

Strategies to minimise risk include:

- Check apps, websites and search results before using them with children.

- Children should always be supervised when accessing the internet.
- Ensure safety modes and filters are applied - default settings tend not to ensure a high level of privacy or security. But remember you still need to supervise children closely.
- Role model safe behaviour and privacy awareness. Talk to children about safe use, for example, ask permission before taking a child's picture even if parental consent has been given.
- Check privacy settings to make sure personal data is not being shared inadvertently or inappropriately. (Source: <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-onlinonline-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-onlinonline-safety-guidance-for-practitioners>)
- Staff keep up to date with news and research on internet safety

Personal mobile phones and other internet-enabled devices - staff and visitors

- Personal mobile phones and internet enabled devices are not used by staff at Isabello's Preschool during working hours. This does not include breaks where personal mobiles may be used off the premises or in a safe place, e.g. staff room. The setting manager completes a risk assessment for where they can be used safely. This includes smart watches and meta glasses.
- Personal mobile phones are switched off and stored in lockers or a locked office drawer.
- In an emergency, personal mobile phones may be used in the privacy of the office with permission.
- Staff ensure that contact details of the setting are known to family and people who may need to contact them in an emergency.
- Staff do not take their mobile phones or other internet enabled devices on outings.
- Members of staff do not use personal equipment to take photographs of children.
- Parents/carers and visitors do not use their mobile phones on the premises. There is an exception if a visitor's company/organisation operates a policy that requires contact with their office periodically throughout the day phones still should be stored away from any areas that children access and setting phone number given to visitors so that they are still contactable. Visitors are advised of a private space where they can use their mobile.
- Medical evidence is required for an exemption such as diabetes where the phone is used to alert the staff member of reduction in sugar levels. Any electronic devices which are used to manage medical needs must be agreed with the manager. A risk assessment for the storage and management of devices is completed by the manager

Cameras and videos

- Members of staff at Isabello's Preschool do not bring their own cameras or video recorders to the setting. They do not use their own personal phones to take any images or videos.
- Photographs/recordings of children are only taken for valid reasons, e.g., to record learning and development, or for displays, and are only taken on equipment belonging to the setting. Children are given the opportunity to consent to their photograph being taken, even if parent/carer permissions are in place.
- Camera and video use is regularly monitored by the setting manager or designated safeguarding lead.
- Where parents/carers request permission to photograph or record their own children at special events, general permission is first gained from all parents/carers for their children to be included. Parents are told they do not have a right to photograph or upload photos of anyone else's children.
- All photographs at Isabello's Preschool are printed on setting equipment and should not be outsourced for printing to an external company.
- Photographs/recordings of children are only made if relevant permissions are in place by parents or guardians. We will advise parents of why we are capturing the image, the security measures that are in place to safely store the image and devices used, how long it will be kept for and how it complies with GDPR legislation and a data protection impact assessment is completed.
- Photographs and Image scraping

Isabello's Preschool recognises that although some apps and websites provide the option of covering children's faces with emojis and stickers, with the development of AI tools, these can be reconstructed with highly accurate facial likeness. Any photographs used for publicity, will have parent consent and safeguarding risks minimised by ensuring that children are not able to be identified.

Using stickers and emojis, to protect children's privacy, can be removed or bypassed using editing tools and technology such as image scraping. This means a child's face can still be identifiable or recoverable.

For reference Image guidance for education settings - UK Safer Internet Centre

Isabello's Preschool has chosen not to use CCTV within its setting. The setting believes that effective safeguarding is best achieved through robust recruitment practices, appropriate staff-to-child ratios, active supervision, regular training, strong leadership oversight, open communication with families, and an embedded safeguarding culture.

The setting recognises that CCTV can provide additional security benefits; however, we have concluded that the potential impact on the privacy of children, staff and visitors outweighs the benefits in this particular environment. The setting is committed to creating a warm, safe and nurturing atmosphere where children can learn and develop without routine surveillance.

To ensure safeguarding remains effective, the setting maintains comprehensive safeguarding policies and procedures, regular risk assessments, clear reporting mechanisms for concerns, and ongoing monitoring of practice by managers and leaders. These measures provide assurance that children's welfare remains the highest priority while respecting the dignity, privacy and rights of all members of the setting community.

The decision not to use CCTV is reviewed periodically to ensure it continues to reflect the setting's safeguarding needs, legal responsibilities, and the best interests of children, families and staff.

Cyber Bullying

If staff become aware that a child is the victim of cyber-bullying at home or elsewhere, they discuss this with the parents and refer them to help, such as: NSPCC Tel: 0808 800 5000 www.nspcc.org.uk or ChildLine Tel: 0800 1111 www.childline.org.uk

Use of social media

Staff are expected to:

- understand how to manage their security settings to ensure that their information is only available to people they choose to share information with
- ensure Isabello's Preschool is not negatively affected by their actions and do not name the setting
- are aware that comments or photographs online may be accessible to anyone and should use their judgement before posting
- are aware that images, such as those on SnapChat may still be accessed by others and a permanent record of them made, for example, by taking a screen shot of the image with a mobile phone
- observe confidentiality and refrain from discussing any issues relating to work
- not share information they would not want children, parents or colleagues to view
- set privacy settings to personal social networking and restrict those who can access them
- not accept service users/children/parents as friends, as it is a breach of professional conduct
- report any concerns or breaches to the designated safeguarding lead in their setting
- not engage in personal communication, including on social networking sites, with children and parents with whom they act in a professional capacity. There may be occasions when the educator and family are friendly prior to the child coming to the setting. In this case information is shared with the manager and a risk assessment and agreement in relation to boundaries are agreed

Use/distribution of inappropriate images

- Staff are aware that it is an offence to distribute indecent images and that it is an offence to groom children online. In the event of a concern that a colleague at Isabello's Preschool is behaving inappropriately, staff advise the designated safeguarding lead who follows procedure 06.2 Allegations against staff, volunteers or agency staff.
- Supporting families with their child's screen use
- Staff share messages with families on healthy screen use at home during settling in, by providing updates during handover conversations, in newsletters and via the learning portal. Guidance can be found here <https://beststartinlife.gov.uk/screen-time-under-5s/>
- For further information, refer to
- <https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/screen-use>
- <https://www.ncsc.gov.uk/guidance/early-years-practitioners-using-cyber-security-to-protect-your-settings>
- Help for early years providers : Internet safety
- <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-onlinonline-safety-considerations>
- https://www.internetmatters.org/advice/0-5/#checklist_for_preschool

- Online Safety in the Early Years | LGFL

Setting-specific electronic systems

- Tapestry is the approved system used for daily registers, absence records and children's learning records. Access is limited to authorised users and reviewed when staff roles change.

06.10 Key person supervision

Staff, including assistants, taking on the role of key person must have supervision meetings in line with this procedure.

Structure

- Supervision meetings are held every 4-6 weeks for key persons. For part-time staff this may be less frequent but at least every 6-8 weeks.
- Key persons are supervised by the setting manager or deputy.
- Supervision meetings are held in a confidential space suitable for the task.
- Key persons should prepare for supervision by having the relevant information to hand.
- Content
- The child focused element of supervision meetings must include discussion about:
 - the development and well-being of the supervisee's key children and offer staff opportunity to raise concerns in relation to any child attending. Safeguarding concerns must always be reported to the designated safeguarding lead immediately and not delayed until a scheduled supervision meeting
 - reflection on the journey a child is making and potential well-being or safeguarding concerns for the children they have key responsibility for
 - promoting the interests of children.
 - coaching to improve professional effectiveness based on a review of observed practice/teaching
 - reviewing plans and agreements from previous supervisions including any identified learning needs for the member of staff
- During supervision staff can discuss any concerns they have about inappropriate behaviour displayed by colleagues but must never delay until a scheduled supervision to raise concerns.
- Staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children that have occurred during their employment. This includes information about a person who lives or is employed in the same household as the registered provider (Childcare on Domestic Premises) New information is referred immediately to the designated safeguarding officer or director/Ofsted.
- If a member of staff becomes disqualified because they live in the same household as another person who is disqualified or they live in the same household where the disqualified person is employed, they must apply to Ofsted for a waiver.
- Recording
- Key person supervision discussions are recorded and retained by the supervisor and a copy provided to the key person.
- The key person and supervisor must sign and date the minutes of supervision within 4-6 weeks of it happening and disagreements over recorded content must be minuted.
- Each member of staff has a supervision file that is always stored securely.
- Concerns raised during supervision about an individual child's welfare may result in safeguarding concerns not previously recognised as such, these are recorded on the setting's safeguarding incident record and placed on the child's file. The reasons why the concerns have not previously been considered are explored.
- Additional safeguarding or welfare decisions made in relation to a child during supervision are recorded on the individual case file. The supervisor (if not the designated safeguarding lead) should ensure the recording is made and the designated safeguarding lead is notified.

Checking continuing suitability

- Supervisors check with staff if there is any new information pertaining to their suitability to work with children. This only needs to be recorded on the supervision meeting record.
- Where staff are on zero hours contracts or are employed as and when needed, their line manager reconfirms and records staff suitability quarterly, and/or at the beginning of every new period of work.
- Regarding the use of agency staff/support workers/self-employed persons there is an expectation that as part of the agreement with agencies they have sought information regarding their employee's suitability to work with children. Line managers must review this regularly.
- The position for students on placement is the same as that for agency staff
- Exceptional Circumstances

Where exceptional circumstances prevent staff from conducting supervision as outlined in this procedure, the line manager is informed in writing, a copy placed on the supervision file and the appropriate actions agreed to ensure that the setting meets its obligations within the EYFS.

Further guidance

Recruiting Early Years Staff (Alliance Publication)

People Management in the Early Years (Alliance Publication)

07 Record keeping policy

Aim

We have record keeping systems in place for the safe and efficient management of the provision and to meet the needs of the children; that meet legal requirements for the storing and sharing of information within the framework of the GDPR and the Human Rights Act.

Objectives

- Children's records are kept in personal files, divided into appropriate sections, and stored separately from their developmental records, or are kept electronically on management software systems.
- Children's personal files contain registration information as specified in procedure 07.1 Children's records and data protection.
- Children's personal files contain other material described as confidential as required, such as Early Help Assessments, Early Support information or Education, Health and Care Plan (EHCP), case notes including recording of concerns, discussions with parents/carers, and action taken, copies of correspondence and reports from other agencies.
- Ethnicity data is only recorded where parents/carers have identified the ethnicity of their child themselves.
- Confidentiality is maintained by secure storage of files in a locked cabinet with access restricted to those who have a right or professional need to see them. Client access to records is provided for within procedure 07.3 Client access to records.
- Staff know how and when to share information effectively if they believe a family may require a particular service to achieve positive outcomes.
- Staff know how to share information if they believe a child is in need or at risk of suffering harm.
- Staff record when and to whom information has been shared, why information was shared and whether consent was given. Where consent has not been given and staff have taken the decision, in line with guidelines, to override the refusal for consent, the decision to do so is recorded.
- Guidance and training for staff specifically covers the sharing of information between professions, organisations, and agencies as well as within them, and arrangements for training takes account of the value of multi-agency as well as single agency working.

Records

The following information and documentation are also held:

- name, address and contact details of the provider and all staff employed on the premises
- name, address and contact details of any other person who will regularly be in unsupervised contact with children
- Information about staff qualifications, identity checks and references that have been completed during the recruitment process
- a daily record of all children looked after on the premises, their hours of attendance and their named key person
- certificate of registration displayed and shown to parents/carers on request
- records of risk assessments
- record of complaints and their resolutions
- record of accidents or injuries and first aid treatment. to include steps that were taken and if incidents were reported to Health and Safety Executive (HSE) and/or Ofsted.
- record of any safeguarding allegations against a member of staff, visitors or volunteers

Legal references

UK General Data Protection Regulation (UK GDPR) 2018

Freedom of Information Act 2000

Human Rights Act 1998

Statutory Framework for the Early Years Foundation Stage

Data Protection Act 2018

Further guidance

Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG 2018 updated May 2024)

Business management mini-guide (Alliance publication)

07.01 Children's records and data protection

All information is kept in line with the Isabello's Preschool Privacy Notice. This is shared with parents and carers when a child or young person is registered for a service. Parents/carers must give signed, informed consent to recording and sharing information prior to their child/young person attending a setting. If a parent/carer would not expect their information to be shared in any given situation, normally, they should be asked for consent prior to sharing.

Principles of data protection: lawful processing of data

Personal data shall be:

- processed lawfully, fairly and in a transparent manner in relation to the data subject
- collected for specified, explicit and legitimate purposes and not further processed in a manner that is not compatible for these purposes
- adequate, relevant and necessary in relation to the purposes for which they are processed
- accurate, and where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purpose for which they are processed, are erased or rectified without delay
- kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed
- processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures ("integrity and confidentiality") Article 5 of the UK General Data Protection Regulation (UK GDPR) (UK GDPR) (2018)

Educators should process data, record and share information in line with the principles above.

During an outbreak of serious illness of disease there may be the need to keep additional records as part of outbreak management. A record is kept of individual cases of children/families who are self-isolating due to symptoms as per usual record-keeping procedures. In all cases the principles of data protection are maintained at Isabello's Preschool

General safeguarding recording principles

- It is vital that all relevant interactions linked to safeguarding children's and individual's welfare are accurately recorded.
- All recordings should be made as soon as possible after the event.
- Recording should be to a good standard and clear enough to enable someone other than the person who wrote it, to fully understand what is being described.
- Recording can potentially be viewed by a parent/carer, Ofsted inspector, Ofsted, by the successors of the educators who record, and may be used in a Family Court as relevant evidence to decide whether a child should remain with their biological parents or be removed to live somewhere else. Recording needs to be fair and accurate, non-judgemental in tone, descriptive, relevant, and should clearly show what action has been taken to safeguard a child and reflect decision-making relating to safeguarding.
- Recording should be complete, it should show what the outcome has been, what happened to referrals, why decisions were made to share or not share information, and it should contain summaries and minutes of relevant multi-agency meetings and multi-agency communication.
- If injuries or other safeguarding concerns are being described the description must be clear and accurate and should give specific details of the injury observed and where it is located.

The principles of GDPR and effective safeguarding recording practice are upheld at Isabello's Preschool

- Recording is factual and non-judgemental.
- The procedure for retaining and archiving personal data and the retention schedule and subsequent destruction of data is adhered to.
- Parents and carers, and children where appropriate, are told what will be recorded and when information may be shared before the child starts. Where information sharing would not normally be expected, consent is sought unless another lawful basis applies.
- There are circumstances where information is shared without consent to safeguard children. These are detailed below, but in summary, information can be shared without consent if an educator is unable to gain consent, cannot be expected to gain consent, or gaining consent places a child at risk.

- Records can be accessed by, and information may be shared with local authority professionals. If there are significant safeguarding or welfare concerns, information may also be shared with a family proceedings Court or the police. Educators are aware of information sharing processes and all families should give informed consent to the way the setting will use, store, and share information.
- Recording should be completed as soon as possible and within 5 working days as a maximum for safeguarding recording timescales.
- If a child attends more than one setting, a two-way flow of information is established between the parents/carers, and other providers. Where appropriate, comments from others (as above) are incorporated into the child's records.

Children's personal files at Isabello's Preschool (where nursery management software is not used)

- For paper records, appropriate files should be used. These are made of robust card (not ring binders) and have plastic or metal binders to secure documents. File dividers must be inserted into each file.
- The sections contained are as follows:
- personal details: registration form and consent forms - additional emergency contact numbers should be provided
- contractual matters: copies of contract, days and times, record of fees, any fee reminders or records of disputes about fees.
- SEND support requirements
- additional focussed intervention provided by the setting, e.g., support for behaviour, language or development that needs an Action Plan at setting level
- records of any meetings held
- welfare and safeguarding concerns, correspondence and reports, all letters and emails to and from other agencies and confidential reports from other agencies
- Children's personal files are kept in a filing cabinet, which is always locked when not in use.
- Correspondence in relation to a child is read, any actions noted, and filed immediately
- Access to children's personal files is restricted to those authorised to see them and make entries in them, this being the setting manager, deputy or designated person for child protection, the child's key person, or other staff as authorised by the setting manager.
- Children's personal files are not handed over to anyone else to look at.
- Children's files may be handed to Ofsted as part of an inspection or investigation; they may also be handed to local authority staff conducting a S11 audit if authorisation is seen.

07.01a Parent and child privacy notice

Isabello's Preschool is committed to protecting the personal data of children, parents, carers and emergency contacts. Information is handled fairly, lawfully, securely and transparently in accordance with the UK GDPR and the Data Protection Act 2018.

Information we collect

- Child details, including name, date of birth, address, health and medical information, developmental progress, additional needs and safeguarding information where applicable.
- Parent and carer details, parental responsibility, relevant court orders, contact details and family information.
- Emergency contact details supplied by a parent or carer.
- Funding information where applicable, including National Insurance number or Unique Taxpayer Reference and any funding or eligibility code issued.

Why we collect and use information

Our lawful bases include performance of our childcare contract, compliance with legal obligations, our legitimate interests in operating and communicating safely, protection of vital interests in an emergency, and consent for genuinely optional uses such as external publicity or marketing photographs and videos.

We use personal data to keep children safe and support their wellbeing; provide education and care; manage medical or additional needs; record progress; administer funded places; contact families; and meet safeguarding, regulatory and legal requirements.

Emergency contacts

By providing an emergency contact's details, the parent or carer confirms that the person has been informed, has permitted their details to be supplied to Isabello's Preschool, and has been directed to this notice. Emergency contact details are used only for emergency-contact and safeguarding purposes unless otherwise required by law.

Tapestry and secure systems

We use Tapestry and other approved secure systems to maintain daily registers, record absences, support children's learning records and communicate relevant information. Access is restricted to authorised users and protected by appropriate account and password controls.

Sharing information

Information is shared only where necessary and lawful. Recipients may include Ofsted, West Sussex County Council, government funding and eligibility systems, schools or receiving settings, health and support professionals, insurers, police, children's social care and approved service providers acting on our instructions.

Information may be shared without consent where this is necessary to safeguard a child, comply with a court order or other legal duty, or protect someone's vital interests.

Security and retention

Paper records are kept securely and digital access is restricted. Staff receive data-protection and confidentiality guidance. Records are retained in accordance with statutory requirements, safeguarding guidance and the setting's retention schedule, then securely deleted or destroyed.

Your rights

Individuals may have rights to access, correct, restrict, object to or request deletion of personal data, depending on the lawful basis and applicable legal duties. Requests should be made to the setting manager.

If a concern remains unresolved, a complaint may be made to the Information Commissioner's Office at www.ico.org.uk.

Contact

Isabello's Pre-School Ltd, The Church Hall, Christ Church, Oakhurst, Sayers Common, West Sussex, BN6 9JA. Email: info@isabellos.co.uk. Telephone: 07 534 701 625.

07.02 Confidentiality, recording and sharing information

Most things that happen between the family, the child and the setting are confidential to Isabello's Preschool. In certain circumstances information is shared, for example, a child protection concern will be shared with other professionals including social care or the police, and settings will give information to children's social workers who undertake S17 or S47 investigations. Normally parents/carers should give informed consent before information is shared, but in some instances, such as if this may place a child at risk, or a serious offence may have been committed, parental consent should not be sought before information is shared. Local Safeguarding Partnership (LSP) procedures should be followed when making referrals, and advice sought if there is a lack of clarity about whether parental consent is needed before making a referral due to safeguarding concerns.

- Staff discuss children's general progress and well-being together in meetings, but more sensitive information is restricted to designated persons and key persons and shared with other staff on a need-to-know basis.
- Members of staff do not discuss children with staff who are not involved in the child's care, nor with other parents/carers or anyone else outside of the organisation, unless in a formal and lawful way.
- Discussions with other professionals should take place within a professional framework, not on an informal basis. Staff should expect that information shared with other professionals will be shared in some form with parent/carers and other professionals, unless there is a formalised agreement to the contrary, i.e., if a referral is made to children's social care, the identity of the referring agency and some of the details of the referral is likely to be shared with the parent/carer by children's social care.
- It is important that members of staff explain to parents/carers that sometimes it is necessary to write things down in their child's file and explain the reasons why.
- When recording general information, staff should ensure that records are dated correctly, and the time is included where necessary and signed.
- Welfare/child protection concerns are recorded on the setting's safeguarding incident record. Information is clear and unambiguous (fact, not opinion), although it may include the educator's thoughts on the impact on the child.
- Records are non-judgemental and do not reflect any biased or discriminatory attitude.
- Not everything needs to be recorded, but significant events, discussions and telephone conversations must be recorded at the time that they take place.
- Recording should be proportionate and necessary.
- When deciding what is relevant, the things that cause concern are recorded as well as action taken to deal with the concern. The appropriate recording format is filed within the child's file.
- Information shared with other agencies is done in line with these procedures.
- Where a decision is made to share information (or not), reasons are recorded.
- Staff may use a computer to type reports, or letters. Where this is the case, the typed document is deleted from the computer and only the hard copy is kept.
- Electronic copy is downloaded onto a disc, labelled with the child's name and stored in the child's file. No documents are kept on a hard drive because computers do not have facilities for confidential user folders.
- The setting is registered with the Information Commissioner's Office (ICO). Staff are expected to follow guidelines issued by the ICO, at <https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/>
- Additional guidance in relation to information sharing about adults is given by the Social Care Institute for Excellence, at www.scie.org.uk/safeguarding/adults/practice/sharing-information
- Staff should follow guidance including Working Together to Safeguard Children (DfE, 2026); Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (2024) and What to do if you're Worried a Child is Being Abused (HMG 2015)

Confidentiality definition

- Personal information of a private or sensitive nature, which is not already lawfully in the public domain or readily available from another public source, and has been shared in a relationship, where the person giving the information could reasonably expect it would not be shared with others.
- Staff can be said to have a 'confidential relationship' with families. Some families share information about themselves readily; members of staff need to check whether parents/carers regard this information as confidential or not.
- Parents/carers sometimes share information about themselves with other parents/carers as well as staff; the setting cannot be held responsible if information is shared beyond those parents/carers whom the person has confided in.

- Information shared between parents/carers in a group is usually bound by a shared agreement that the information is confidential and not discussed outside. The setting manager is not responsible should that confidentiality be breached by participants.
- Where third parties share information about an individual; staff need to check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.
- Information shared is confidential to the setting.
- Educators ensure that parents/carers understand that information given confidentially will be shared appropriately within the setting (for instance with a designated person, during supervision) and should not agree to withhold information from the designated person or their line manager.

Breach of confidentiality

- A breach of confidentiality occurs when confidential information is not authorised by the person who provided it, or to whom it relates, without lawful reason to share.
- The impact is that it may put the person in danger, cause embarrassment or pain.
- It is not a breach of confidentiality if information was provided on the basis that it would be shared with relevant people or organisations with lawful reason, such as to safeguard an individual at risk or in the public interest, or where there was consent to the sharing.
- Procedure 07.1 Children's records and data protection must be followed.

Exception

- GDPR enables information to be shared lawfully within a legal framework. The Data Protection Act 2018 balances the right of the person about whom the data is stored with the possible need to share information about them.
- The Data Protection Act 2018 contains "safeguarding of children and individuals at risk" as a processing condition enabling "special category personal data" to be processed and to be shared. This allows educators to share without consent if it is not possible to gain consent, if consent cannot reasonably be gained, or if gaining consent would place a child at risk.
- Confidential information may be shared without authorisation - either from the person who provided it or to whom it relates, if it is in the public interest and it is not possible or reasonable to gain consent or if gaining consent would place a child or other person at risk. The Data Protection Act 2018 enables data to be shared to safeguard children and individuals at risk. Information may be shared to prevent a crime from being committed or to prevent harm to a child, Information can be shared without consent in the public interest if it is necessary to protect someone from harm, prevent or detect a crime, apprehend an offender, comply with a Court order or other legal obligation or in certain other circumstances where there is sufficient public interest.
- Sharing confidential information without consent is done only in circumstances where consideration is given to balancing the needs of the individual with the need to share information about them.
- When deciding if public interest should override a duty of confidence, consider the following:
 - is the intended disclosure appropriate to the relevant aim?
 - what is the vulnerability of those at risk?
 - is there another equally effective means of achieving the same aim?
 - is sharing necessary to prevent/detect crime and uphold the rights and freedoms of others?
 - is the disclosure necessary to protect other vulnerable people?

The decision to share information should not be made as an individual, but with the backing of the designated person who can provide support, and sometimes ensure protection, through appropriate structures and procedures.

Obtaining consent

Consent to share information is not always needed. However, it remains best practice to engage with people to try to get their agreement to share where it is appropriate and safe to do so.

Using consent as the lawful basis to store information is only valid if the person is fully informed and competent to give consent and they have given consent of their own free will, and without coercion from others, Individuals have the right to withdraw consent at any time.

You should not seek consent to disclose personal information in circumstances where:

- someone has been hurt and information needs to be shared quickly to help them
- obtaining consent would put someone at risk of increased harm

- obtaining consent would prejudice a criminal investigation or prevent a person being questioned or caught for a crime they may have committed
- the information must be disclosed regardless of whether consent is given, for example if a Court order or other legal obligation requires disclosure

NB. The serious crimes indicated are those that may harm a child or adult; reporting confidential information about crimes such as theft or benefit fraud are not in this remit.

- Settings are not obliged to report suspected benefit fraud or tax evasion committed by clients, however, they are obliged to tell the truth if asked by an investigator.
- Parents/carers who confide that they are working while claiming should be informed of this and should be encouraged to check their entitlements to benefits, as they it may be beneficial to them to declare earnings and not put themselves at risk of prosecution.

Consent

- Parents/carers share information about themselves and their families. They have a right to know that any information they share will be regarded as confidential under our privacy and confidentiality arrangements. They should also be informed about the circumstances, and reasons for the setting being under obligation to share information.
- Parents/carers are advised that their informed consent will be sought in most cases, as well as the circumstances when consent may not be sought, or their refusal to give consent overridden.
- Where there are concerns about whether to gain parental consent before sharing information, for example when making a Channel or Prevent referral the setting manager must inform their line manager for clarification before speaking to parents/carers.
- Consent must be informed - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information.

Separated parents/carers

- Consent to share need only be sought from one parent/carer. Where parents/carers are separated, this would normally be the parent/carer with whom the child resides.
- Where there is a dispute, this needs to be considered carefully.
- Where the child is looked after, the local authority, as 'corporate parent' may also need to be consulted before information is shared.

Age for giving consent

- A child may have the capacity to understand why information is being shared and the implications. For most children under the age of eight years in a nursery or out of school childcare context, consent to share is sought from the parent/carer, or from a person who has parental responsibility.
- Young persons (16-19 years) are capable of informed consent. Some children from age 13 onwards may have capacity to consent in some situations. Where they are deemed not to have capacity, then someone with parental responsibility must consent. If the child is capable and gives consent, this may override the parent's/carer's wish not to give consent.
- Adults at risk due to safeguarding concerns must be deemed capable of giving or withholding consent to share information about them. In this case 'mental capacity' is defined in terms of the Mental Capacity Act 2005 Code of Practice (Office of the Public Guardian 2007). It is rare that this will apply in the context of the setting.

Ways in which consent to share information can occur

- Policies and procedures set out the responsibility of the setting regarding gaining consent to share information, and when it may not be sought or overridden.
- Information in leaflets to parents/carers, or other leaflets about the provision, including privacy notices.
- Consent forms signed at registration (for example, to apply sun cream).
- Notes on confidentiality included on every form the parent/carer signs.
- Parent/carer signatures on forms giving consent to share information about additional needs, or to pass on child development summaries to the next provider/school.

Further guidance

Working Together to Safeguard Children

Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (HMG 2024)

What to do if you're Worried a Child is Being Abused (HMG 2015)

Mental Capacity Act 2005 Code of Practice (Office of the Public Guardian 2007)

07.03 Client access to records

Under the UK General Data Protection Regulation (UK GDPR) there are additional rights granted to data subjects which must be protected by Isabello's Preschool.

The parent/carer is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that the setting has compiled on them.

- If a parent/carer wishes to see the file, a written request is made, which the setting acknowledges in writing, informing the parent/carer that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Information must be provided within 30 days of receipt of request. If the request for information is not clear, the manager must receive legal guidance, for instance, from Law-Call for members of the Alliance. In some instances, it may be necessary to allow extra time in excess to the 30 days to respond to the request. An explanation must be given to the parent/carer where this is the case. The maximum extension time is 2 months.
- A fee may be charged to the parent/carer for additional requests for the same material, or any requests that will incur excessive administration costs.
- The setting manager informs their directors and legal advice is sought.
- The setting manager goes through the file and ensures all documents are filed correctly; entries are in date order and that there are no missing pages. They note any information, entry or correspondence or other document which mentions a third party. The setting manager should always ensure that recording is of good quality, accurate, fair, balanced and proportionate and should have quality assurance processes in place to ensure that files are checked for quality regularly and that any issues are addressed promptly.
- Each of those individuals are written to explaining that the subject of the file has requested sight of the file which contains a reference to them, stating what this is.
- They are asked to reply in writing to the setting manager giving or refusing consent for disclosure of that material.
- Copies of these letters and their replies are kept on the child's file.
- Agencies will normally refuse consent to share information, and the parent/carer should be redirected to those agencies for a request to see their file held by that agency.
- Entries where you have contacted another agency may remain, for example, a request for permission from social care to leave in an entry where the parent/carer was already party to that information.
- Each family member and/or carer noted on the file is a third party, so where there are separate entries pertaining to each parent/carer, stepparent, grandparent, etc., each of those must be written to regarding third party consent.
- Members of staff should also be written to, but the setting reserves the right under the legislation to override a refusal for consent or just delete the name and not the information.
- If the member of staff has provided information that could be considered 'sensitive,' and the staff member may be in danger if that information is disclosed, then the refusal may be granted.
- If that information is the basis of a police investigation, then refusal should also be granted.
- If the information is not sensitive, then it is not in the setting's interest to withhold that information from a parent. It is a requirement of the job that if a member of staff has a concern about a child and this is recorded the parents/carers are told this at the start and in most cases, concerns that have been recorded will have been discussed already, so there should be no surprises.
- The member of staff's name can be removed from an entry, but the parent/carer may recognise the writing or otherwise identify who had provided that information. In the interest of openness and transparency, the setting manager may consider overriding the refusal for consent.
- In each case this should be discussed with members of staff and decisions recorded.
- When the consent/refusals have been received, the setting manager takes a photocopy of the whole file. On the copy file the document not to be disclosed is removed (e.g., a case conference report) or notes pertaining to that individual in the contact pages blanked out using a thick marker pen.
- The copy file is then checked, and legal advisors verify that the file has been prepared appropriately, for instance, in certain circumstances redaction may be appropriate, for instance if a child may be damaged by their data being seen by their parent/carer, e.g., if they have disclosed abuse. This must be clarified with the legal adviser.
- The 'cleaned' copy is then photocopied again and collated for the parent/carer to see.
- The setting manager informs the parent/carer that the file is now ready and invites him/her to make an appointment to view it.

- The setting manager and their director, meet with the parent/carer to go through the file, explaining the process as well as what the content records about the child and the work that has been done. Only the persons with parental responsibility can attend that meeting, or the parent's/carer's legal representative or interpreter.
- The parent/carer may take a copy of the prepared file, but it is never handed over without discussion.
- It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. If recording procedures and guidelines have been followed, the material should reflect an accurate and non-judgemental account of the work done with the family.
- If a parent/carer feels aggrieved about any entry in the file, or the resulting outcome, then the parent/carer should be referred to section 10.2 Complaints procedure for parents/carers and service users.
- The law requires that information held must be accurate, and if a parent/carer says the information held is inaccurate then the parent/carer has a right to request it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent/carer, the setting retains the right not to change the entry but can record the parent's/carer's view. In most cases, a parent/carer would have had the opportunity at the time to state their side of the matter, and this should have been recorded there and then.
- If there are any controversial aspects of the content of a client's file, legal advice must be sought. This might be where there is a court case between parents or where social care or the police may be considering legal action, or where a case has already completed, and an appeal process is underway.
- A setting should never 'under-record' for fear of the parent/carer seeing, nor should they make 'personal notes' elsewhere.

Further guidance

The Information Commissioner's Office <https://ico.org.uk/> or helpline 0303 123 1113.

07.04 Transfer of records

Records about a child's development and learning in the EYFS are made by the staff at Isabello's Preschool to enable smooth transitions, appropriate information is shared with the receiving setting or school at transfer. Confidential records are passed on securely where there have been concerns, as appropriate.

Transfer of development records for a child moving to another early years setting or school

- It is the setting manager's responsibility to ensure that records are transferred and closed in accordance with the archiving procedures, set out below.
- If the Local Safeguarding Partnership (LSP) retention requirements are different to the setting, the designated safeguarding lead will liaise with their line manager and seek legal advice if necessary.

Development and learning records

- The key person prepares a summary of achievements in the prime and specific areas of learning and development
- This record refers to any additional languages spoken by the child and their progress in all languages.
- The record also refers to any additional needs that have been identified or addressed by the setting and any action plans.
- The record also refers to any special needs or disability and whether early help referrals, or child in need (CIN) referrals or child protection (CP) referrals, were raised in respect of special educational needs or disability, whether there is an Action Plan (or other relevant plan, such as CIN or CP, or early help) and gives the name of the lead professional.
- The summary shared with schools should also include whether the child is in receipt of, or eligible for EYPP (Early Years Pupil Premium) or other additional funding.
- The record contains a summary by the key person and a summary of the parent/carers' view of the child.
- The document may be accompanied by other evidence such as photos or drawings that the child has made.
- The setting will use the local authority's assessment summary format or transition record, where these were provided.
- Whichever format of assessment summary is used; it should be completed and shared with the parent/carer prior to transfer.
- Transfer of confidential safeguarding and child protection information
- The receiving school/setting will need a record of child protection concerns raised in the setting and what was done about them. The responsibility for transfer of records lies with the originating setting, not on the receiving setting/school to make contact and request them.
- To safeguard children effectively, the receiving setting must be made aware of any current child protection concerns, preferably by telephone, prior to the transfer of written records.
- Parents/carers should be reminded that sensitive information about their child is passed onto receiving settings where there have been safeguarding concerns and should be asked to agree to this prior to the information being shared. Settings are obliged to share data linked to "child abuse" which is defined as physical injury (non-accidental) physical and emotional neglect, ill treatment and abuse.
- Parents/carers should be asked to agree to this, however, where safeguarding concerns have reached the level of a referral being made to local children's social work services (either due to concerns that a child may be at risk of significant harm or that a child may be in need under Section 17 of the Children Act,) if consent is withheld the information will most likely need to be shared anyway. It is important that any decisions made to share or not share with or without consent are fully recorded.
- For any safeguarding or welfare concerns that resulted in an early help referral being made, and if consent to share is withheld, legal advice is sought prior to sharing.
- If the level of a safeguarding concern has not been such that a referral was made for early help, or to children's social work services or police, the likelihood is that any concerns were at a very low level and if they did not meet the threshold for early help, they are unlikely to need to be shared as child abuse data with a receiving setting, however, the designated safeguarding lead should make decisions on a case by case basis, seeking legal advice as necessary.
- The designated safeguarding lead person should check the quality of information to be transferred prior to transfer, ensuring that any information to be shared is accurate, relevant, balanced and proportionate. Parents/carers can request that any factual inaccuracies are amended prior to transfer.

- If a parent/carer wants to see the exact content of the safeguarding information to be transferred, they should go through the subject access request process. It is important that a child or other person is not put at risk through information being shared.
- If no referrals have been made for early help or to children's social work services and police, there should not normally be any significant information which is unknown to a parent/carer being shared with the receiving school or setting.
- If a parent/carer has objections or reservations about safeguarding information being transferred to the new setting, or if it is unclear what information should be included, the designated person will seek legal advice.
- If LSP requirements are different to the setting's this must be explained to the parent/carer, and a record of the discussion should be signed by parents/carers to indicate that they understand how the information will be shared, in what circumstances, and who by.
- Prior to sharing the information with the receiving setting, the designated safeguarding lead should check LSP retention procedures and if it becomes apparent that the LSP procedures are materially different to setting's procedures this is brought to the attention of the designated safeguarding lead's line manager, who will agree how to proceed.
- If a child protection plan or child in need plan is in place the child's safeguarding chronology and summary is also photocopied and a copy is given to the receiving setting or school, along with the date of the last professional meeting or case conference.
- If a S47 investigation has been undertaken by the local authority a copy of the relevant child welfare and protection records is given to the receiving setting/school.
- Where an early help assessment has been raised in respect of welfare concerns, the name and contact details of the lead professional are passed on to the receiving setting or school.
- If the setting has a copy of a current plan in place due to early help services being accessed, a copy of this should be given to the receiving setting, with parental consent.
- Where there has been a S47 investigation regarding a child protection concern, the name and contact details of the child's social worker will be passed on to the receiving setting/school, regardless of the outcome of the investigation.
- Where a child has been previously or is currently subject to a child protection plan, or a child in need plan, the name and contact details of the child's social worker will be passed onto the receiving setting/school, along with the dates that the relevant plan was in place for.
- This information is posted (by 'signed for' delivery) or taken to the school/setting, addressed to the settings or schools designated person for child protection and marked confidential. Electronic records must only be transferred by a secure electronic transfer mechanism, or after the information has been encrypted.
- Parent/carers should be made aware what information will be passed onto another setting before transfer.
- Copies of the last relevant initial child protection conference/review, as well as the last core group or child in need minutes can be given to the setting/school.
- The setting manager must review and update the child's safeguarding chronology and summary, checking for accuracy, proportionality, and relevance, before this is copied and sent to the setting/school.
- The setting manager ensures the remaining file is archived in line with the procedures set out below.

No other documentation from the child's personal file is passed to the receiving setting or school. The setting keeps a copy of any safeguarding records in line with required retention periods.

Archiving children's files

- Paper documents are removed from the child's file, taken out of plastic pockets, and placed in a robust envelope, with the child's name and date of birth on the front and the date they left.
- The setting manager writes clearly on the front of the envelope the length of time the file should be kept before destruction.

This is sealed and placed in an archive box and stored in a safe place i.e. a locked cabinet for three years or until the next Ofsted or Ofsted inspection conducted after the child has left the setting and can then be destroyed.

- For web-based or electronic children's files, the designated person must also use the archiving procedure, and records details of what needs to be retained/destroyed. The designated person must plan to ensure that electronic files are deleted/retained as required in accordance with the required retention periods in the same way as paper-based files.

- Health and safety records and some accident records pertaining to a child are stored in line with required retention periods.

08 Staff, assistants, volunteers and students policy

Aim

Ensuring that the requirements of the EYFS are met staff at Isabello's Preschool are effectively deployed to meet the care and learning needs of all children and ensure their safety and well-being. Staff are also deployed to ensure the safety of staff and other people on site. There are effective systems in place including safer recruitment procedures, induction support and ongoing professional development opportunities to ensure that every person looking after children are suitable to do so.

Objectives

- Recruitment checks meet the requirements of the EYFS
- In accordance with the EYFS statutory requirements all staff, students and volunteers aged 16 or over who work directly with the children more than occasionally (as defined in the EYFS) have enhanced criminal records checks and barred list checks. If any caution or convictions appear or are disclosed, then the DfE statutory guidance is followed.
- All staff and volunteers who live on the premises on which the childcare is provided (unless there is no access to the part of the premises when and where children are cared for) and/or works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present) have enhanced criminal records checks and barred list checks. If any caution or convictions appear or are disclosed, then the DfE statutory guidance is followed.
- No individuals will be allowed to begin working or volunteering at the setting until the enhanced criminal records check and barred list check have been received.
- All staff and prospective staff, students and volunteers are expected to disclose any information that may affect their suitability to work with children including, but not limited to, arrests, charges, convictions, cautions, court orders, reprimands and warnings (whether received before or during their employment/placement at the setting)
- All staff and volunteers working with children have appropriate training, skills, and knowledge.
- Appropriate steps will be taken to verify qualifications
- All staff, students and volunteers are deployed in accordance with EYFS statutory requirements and the procedures.
- There is a complaints procedure and staff, students and volunteers know how to complain and who they complain to.
- There is a whistleblowing procedure for all staff, students and volunteers to raise any concerns about poor or unsafe practice they may have.
- Ofsted are notified of any significant events.
- Parents/carers are involved with their children's learning and their views are considered.

Legal references

DfE Statutory guidance - Disqualification under the Childcare Act 2006

Protection of Children Act 1999

Safeguarding Vulnerable Groups Act 2006

Childcare Act 2006

Further guidance

Recruiting Early Years Staff (Alliance Publication)

People Management in the Early Years (Alliance Publication)

08.01 Recruitment checks

Obtaining references

As part of our commitment to safer recruitment and in line with the EYFS statutory requirements Isabello's Preschool will always obtain references from applicants including staff, students and volunteers for roles in our setting. Robust recruitment checks are essential to ensuring that unsuitable persons cannot have contact with children through employment with us.

Obtaining references is an essential element of our recruitment process. We will always obtain at least one written reference before an individual is recruited in line with the requirements of the EYFS as follows:

- Our application process requires candidates, to supply us with the contact details of a suitable referee from:
 - Their current employer, training provider or early years education and care setting
 - A senior person within the organisation who is authorised to provide a reference.
- If the applicant is not currently employed, or is not currently working with children we will:
 - Obtain verification of the applicants most recent relevant employment if they are not currently employed
 - Obtain a reference from the applicants most recent relevant employer from the last time they worked with children
- If the applicant has never worked with children we will obtain a reference from their current employer, training provider or education setting.
- We do not rely on applicants to obtain their own references
- We do not accept references from the following
 - Family members
 - A generic reference i.e. 'to whom it may concern'.

Once a reference is received

- A reference received electronically will be checked to ensure that it originates from a legitimate source.
- We will compare the information on the original application form against relevant information given in the reference, for example, checking that dates align, and roles and responsibilities listed are consistent. Where this is not the case, we will take up any discrepancies with the applicant.
- If information is incomplete or we feel it is insufficient for us to make an informed decision about the applicant's suitability, we will contact the referee for clarification.
- Before an offer of employment is made, we will ensure any concerns are resolved satisfactorily.
- In line with best practice, we will seek to gain explanations for any gaps in employment.

Further information and guidance

- A120 New Employee Handbook (Alliance Publication)
- A128 Recruiting Early Years Staff (Alliance Publication)
- A129 People Management in the Early Years (Alliance Publication)

08.02 Staff deployment

Members of staff, including assistants, bank staff and students (where eligible to be counted in ratios) at Isabello's Preschool are deployed to meet the care and learning needs of children and to always ensure their safety and well-being. Staff are also deployed to ensure the safety of staff and other people on site.

- Two members of staff are on the premises before children are admitted in the morning and the end of the day; one of which should be the manager or deputy.
- Only those staff aged 17 or over are included in ratios. Staff working as apprentices (aged 16 or over) may be included in the ratios if the setting manager is satisfied that they are competent and responsible. Except in the cases of apprentices, only those aged 17 and over may be included in the ratios and only if the setting manager is satisfied, they are suitable, (staff under 17 should be supervised at all times).
- At least one Paediatric First Aider must always be on site when children are present, and at least one Paediatric First Aider must be present and within sight and sound of children at mealtimes. Consideration will be given around staff breaks, lunchtimes and absences from the setting so that Isabello's Preschool is compliant with paediatric first aid requirements.
- The setting manager deploys staff to give adequate supervision of indoor and outdoor areas, ensuring that children are always within sight or hearing of staff. Whilst eating, children must be within sight and hearing of a member of staff and where possible the staff member will be sat facing children when eating.
- All staff are deployed according to the needs of the setting and the children attending.
- In open plan provision, staff are positioned in areas of the room and outdoors to supervise children and to support their learning.
- Staff are responsible for ensuring that equipment in their area is used appropriately and that the area is tidy at the end of the session.
- Staff plan their focus on activities.
- Staff inform colleagues if they must leave the room for any reason.
- There are two members of staff outside in the garden when it is being used, one of whom supervises climbing equipment if accessible.
- The setting manager may direct other members of staff to join those outside, if the numbers of children warrant additional staff.
- Staff always focus their attention on the children whilst having a wider awareness of what is happening around them.
- Staff do not spend working time in social conversation with colleagues.
- Staff allow time for colleagues to engage in 'sustained shared interaction' with children and do not interrupt activities led by colleagues.
- Sufficient staff are available at story times to engage children.
- Key persons spend time with key groups daily; this is to support children's emotional well-being and may include promoting friendships and focused activities.

Staff's own children

- Where members of staff have their own children with them at the setting, the age of the child must fall within the stipulated ages of the setting's Ofsted registration.
- Where members of staff are likely to be working directly with their own children, this is subject to discussion before commencement with the setting manager.
- Where it is agreed that a member of staff's child attends the setting, it is subject to the following:
 - the child is treated by the parent and all staff as any other child would be
 - the child will not be in the parent/carers key group of children
 - the key person and parent will work towards helping the child to make a comfortable separation from the parent to allow the parent to fully undertake their role as a staff member of the setting
 - the key person will take responsibility for the child's needs throughout the day, unless the child is sick or severely distressed
 - time and space are made for the parent to breastfeed during the day, if that is their chosen method of feeding
 - the situation is reviewed as required, to ensure that the needs of the child are being met, and that the parent/carers can fulfil their role as a member of staff

- If it is the setting manager's child, then their line manager ensures the criteria above is met

08.03 Deployment of volunteers and parent helpers

Volunteers and parent/carer helpers are always under the supervision of a permanent member of staff at Isabello's Preschool. They are not included in staff ratios, or as the two members of staff needed on the premises before children are admitted in the morning or at the end of the day.

- All volunteers must complete safer recruitment checks as required by the EYFS prior to starting at the setting
- The setting manager ensures that volunteers and parent/carer helpers are deployed to assist permanent staff and are directed to their work area by senior staff.
- Volunteers and parent /carer helpers assist staff in ensuring that the equipment in their designated area is used appropriately and that it is left tidy at the end of the session.
- Volunteers and parent/carer helpers give additional support for busy areas or to track or observe children.
- Volunteers and parent/carer helpers inform colleagues where they are going if they leave the room at any time.
- Volunteers and parent/carer helpers do not have unsupervised access to children; they do not take them into a separate room for an activity or toileting and do not take them off premises.
- Volunteers and parent/carer helpers are deployed in addition to two members of staff in the garden/outdoor area when in use.
- The setting manager can direct volunteers and parent/carer helpers to join those outside if the numbers of children warrant additional numbers of staff available.
- Volunteers and parent/carer helpers always focus their attention to children.
- Volunteers and parent/carer helpers do not spend time in social conversation with colleagues while they are with children.
- Volunteers and parent/carer helpers allow time for colleagues to engage in 'sustained shared interaction' with children and do not interrupt activities led by colleagues.
- Sufficient volunteers and parent/carer helpers are available to support staff at story and other circle times.

08.04 Student placement

Qualifications and training make an important contribution to the quality of care and education at Isabello's Preschool. As part of our commitment, we may offer placements to students undertaking relevant qualifications/training. We aim to provide students experiences that will contribute to the successful completion of their studies and provide examples of quality practice in early years care and education.

- The setting manager ensures that students meet the 'suitable person' requirements in line with the EYFS and these are completed prior to the placement commencing which includes safer recruitment
- The setting manager discusses the aim of the placement with the student's tutor prior to the placement commencing. The expectations of both parties are agreed at this point.
- The good character of students under 17 years old is vouched for by the establishment that places them, the setting manager must be satisfied that all relevant checks have been made.
- Students do not have unsupervised access to children.
- Suitable students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios at the level below their level of study, if the provider is satisfied that they are competent and responsible and if they hold a valid and current PFA qualification.
- Public liability and employer's liability insurance is in place that covers students and voluntary helpers.
- Students understand their role in maintaining confidentiality.
- Student induction includes how the setting and sessions are managed, and policies and procedures, in particular safeguarding, confidentiality and health and safety.
- Appropriate members of staff co-operate with students' tutors to assist them in fulfilling the requirements of their course of study.
- The setting communicates a positive message to students about the value of qualifications and training.
- The needs of the children and their families remain paramount at all times and students are only admitted in numbers that do not hinder the work of the setting.
- The setting manager ensures that students and trainees on placement are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

09 Early years practice policy

Aim

Children are safe, happy, eager to participate and to learn, and supported to reach their full potential.

Objectives

- Children need to form a secure attachment to their key person when they join the setting to feel safe, happy and eager to participate and learn. It is their entitlement to be settled comfortably into a new environment.
- The needs of part-time children are considered.
- There is a procedure for when children do not settle and for prolonged absences.
- Introductions and induction of the parent/carer is carried out before children start.
- Information is gathered from parents and carers prior to start regarding the child's likes, dislikes, interests, routines, family structure and birth history (see training regarding pre-term births www.pretermbirth.info)
- Key parts of the day such as meal and snack times, nappy changes and intimate care make the very best of routine opportunities to promote 'tuning-in' to the child emotionally and create opportunities for learning. We actively promote British values, inclusion, equality of opportunity and the valuing of diversity.
- We operate a positive behaviour management approach. Behaviour management procedures cover how staff should respond to all aspects of behaviour, including children who exhibit challenging behaviour towards other children. These procedures build on the Early Years Alliance's approach to learning based on three key statements:
 - Learning is a lifelong process, which enables children and adults to contribute to and shape their world.
 - We want the curriculum we provide to help children to learn to:
 - be confident and independent
 - be aware of and responsive to their feelings
 - make caring and thoughtful relationships with other people
 - become increasingly excited by, interested in, and knowledgeable and curious about the world around them.
 - We provide a wide range of interesting child-chosen and adult-initiated activities which:
 - give children opportunities to use all their senses
 - help children of different ages and stages to play together
 - help children be the directors of their own learning
 - help children develop an inquiring and questioning attitude to the world around them

Children aged 2-5 years

To feel securely settled and ready to learn, children from two to five years need to form attachments with adults who care for them, primarily to a key person, but with other adults and children too. In this way children feel part of a community of learners; they can contribute to that community and receive from it. The three-stage model referred to in procedure 9.4 is applicable, but with some differences in the procedures for children moving up into the next group and for older children.

Waiting list and admissions

Our provision is accessible to children and families from all sections of the local and wider community. We aim to ensure that all sections of the community receive accessible information and that our admissions procedures are fair, clear and open to all parents who apply for places. The availability of a place at the setting considers staff/child ratios, the age of the child and registration requirements.

- We operate in an inclusive manner which enables all children and families to access our services.
- We also have regard for the needs of parents/carers who are:
 - looking to take up work, remain in work or extend their hours of work
 - looking to commence training or education
- We work in partnership with the local authority and other agencies to ensure that our provision is accessible to all sections of the community.
- Services are widely advertised and information is accessible to all sections of the community.

- Where the number of children wanting places exceeds the number of places available, a waiting list is operated using clear criteria for allocation of places, as detailed in section 09.1 Waiting list and admissions procedure.

Funded places

Funded places are offered in accordance with national requirements, West Sussex County Council's provider agreement and the eligibility applicable to the individual child. Isabello's accepts eligible two-year-old funding, the universal entitlement for three- and four-year-olds, and eligible working-parent entitlements. Families must use Funding Loop to state where their funded entitlement is being used and complete any required declarations or reconfirmations within the applicable timescales.

Legal References

Special Educational Needs and Disability Act 2001

Special Educational Needs and Disability Code of Practice (DfE 2014)

Equality Act 2010

Childcare Act 2006

09.01 Waiting list and admissions

We aim to ensure that all sections of the community receive accessible information and that our admissions procedures are fair, clear and open to all parents who apply for a place.

- The setting is widely advertised in places accessible to all sections of the community.
- Information about the setting is accessible and uses plain English.
- Children with disabilities are supported to engage fully in all activities within the setting and the setting makes reasonable adjustments to ensure that this will be the case from the time the child is placed on the waiting list.
- The waiting list is arranged in birth order and in addition may consider the following:
 - the age of the child, with priority being given to children eligible for the free entitlement
 - length of time on the waiting list
 - the vicinity of the home to the setting
 - siblings already attending the setting
 - the capacity of the setting to meet the individual needs of the child
- Funded places are offered in accordance with the Early Years Entitlements: Operational Guidance for local authorities and providers (DfE) and any local conditions in place at the time,
- Where it is financially viable to do so, a place is kept vacant for an emergency admission.
- The setting and its practices are welcoming and make it clear that fathers, mothers, other relations and carers and childminders are all welcome.
- The 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.
- The needs and individual circumstances of children joining the setting are considered through Isabello's online registration form so that reasonable adjustments can be planned and unintended barriers avoided.
- Section 05 Equality procedures are shared and widely promoted to all.
- Places are provided in accordance with Isabello's terms and conditions, which are agreed through the online registration process.

Admissions

- Before a child starts, parents and carers must complete Isabello's online registration form. Families using funded hours must also use the online platform Funding Loop to state where their funding is being used and complete any required declarations or reconfirmations.

Children with SEND

- The manager must seek to determine an accurate assessment of a child's needs at registration. If the child's needs cannot be met from within the setting's core budget, then an application for SEN inclusion funding must be made immediately.
- Children with identified SEND must be offered a place when one becomes available as with any other child. However, the start date for children with more complex SEND will be determined by the preparations made to ensure the child's safety, well-being and accessibility in the setting. If a child's needs determine that adjustments need to be made, the manager must outline a realistic timeframe for completion, detailing the nature of adjustments, e.g., risk assessment, staff training, health care plan and all other adjustments required. The child's safety at all times is paramount.
- At the time of registration, the manager must check to see if a child's family is in receipt of Disability Living Allowance. If so, the manager must ask for evidence to enable them to claim the Disability Access Fund directly from the local authority. If the family is eligible but not in receipt of the allowance, the setting manager will support the family in their application. More information can be found at www.gov.uk/disability-living-allowance-children/how-to-claim.
- Preparation for admitting a child with SEND must be made in a reasonable amount of time and any delay in the child starting is scrutinised by the setting manager to avoid discrimination and negative impact on the child and family. During the preparation period the family and relevant agencies and the local authority must be regularly updated on the progress of the preparations.

Safeguarding/child protection

If information is provided by the parents/carers that a child who is starting at the setting is currently, or has been previously known to social care, the designated safeguarding lead will contact the agency to seek further clarification.

Parents/carers are advised on how to access the setting's policies and procedures.

- Further guidance

Early Years Entitlements:https://assets.publishing.service.gov.uk/media/6605551b91a320001182b1bb/September_24_early_education_and_childcare_entitlements_expansion.pdf September 2025 early education and childcare entitlements expansion - local authority system guidance

09.02 Attendance and absence

We take steps to ensure that children are kept safe, that their wellbeing is promoted, and they do not miss their entitlements and opportunities. At the very least, good attendance promotes good outcomes for children. In a small minority of cases, good attendance may also lead to early identification of more serious concerns for a child or family.

There are several reasons why a child may be absent from a setting. In most cases it is reasonable to expect that parents/carers alert the setting as soon as possible, or in the case of appointments and holidays give adequate notice. The attendance and absence policy are shared with parents and carers, and they are advised that they should contact the setting within one hour of the time the child would have been expected to advise of their absence. Designated safeguarding leads must also adhere to Local Safeguarding Partnership (LSP) requirements, procedures and contact protocols for children who are absent or missing from the provision

- If a child who normally attends fails to arrive and no contact has been received from their parents/carers, or if the child is absent for a prolonged period of time the designated safeguarding lead, takes immediate action to contact them to seek an explanation for the absence and be assured that the child is safe and well.
- Attempts to contact the child's parents/carers or other named carers continue throughout the day on the first day of absence.
- If no contact is made with the parents/carers and there is no means to verify the reason for the child's absence, i.e., through a named contact on the child's registration form, this is recorded as an unexplained absence on the child's personal file and is followed up by the manager each day until contact is made. If contact has not been made, and we have any reason for concern about a child's wellbeing and welfare, children's services will be contacted for advice about making a referral. Other relevant services may be contacted as per LSP procedures.
- All absences are recorded on the child's personal file with the reason given for the absence, the expected duration, and any follow up action taken or required with timescales.
- Absence records will be monitored to identify patterns and trends in children's attendance. An understanding of the child's and family's individual circumstances will inform the setting's judgement in determining what constitutes a 'prolonged period of absence.'
- Absence records are retained for at least three years, or until the next Ofsted inspection following a cohort of children moving on to school.

If at any time further information becomes known that gives cause for concern, procedure 06.1 Responding to safeguarding or child protection concerns is immediately followed.

Safeguarding vulnerable children

- The designated safeguarding lead or key person attempts to contact the parents/carers to establish why the child is absent. If contact is made and a valid reason given, the information is recorded in the child's file.
- Any relevant professionals involved with the child are informed, e.g. social worker/family support worker.
- If contact is made and the designated safeguarding lead is concerned that the child is at risk, the relevant professionals are contacted immediately. The events, conversation and follow-up actions are recorded. If contact cannot be made, the designated person contacts the relevant professionals and informs them of the situation.
- If the child has current involvement with social care, the social worker is notified on the day of the unexplained absence.
- If at any time information becomes known that gives cause for concern, 06 Safeguarding children, young people and vulnerable adults procedures are followed immediately.

Safeguarding

- If a child misses three consecutive sessions and it has not been possible to make contact, the designated person calls Social Care and makes a referral if advised. Contact with Social Care may be made sooner if there are concerns for a child's wellbeing or welfare
- If there is any cause for concern i.e. the child has a child protection plan in place or there have been previous safeguarding and welfare concerns, the designated person attempts to contact the child's parent/carer immediately. If no contact is made, the child's absence is logged on the setting's safeguarding incident record, and Social Care are contacted immediately, and safeguarding procedures are followed.

Poor/irregular attendance

Whilst attendance at an early years setting is not mandatory, regular poor attendance may be indicative of safeguarding and welfare concerns that should be followed up.

- In the first instance the setting manager should discuss a child's attendance with their parents/carers to ascertain any potential barriers i.e. transport, working patterns etc and should work with the parents/carers to offer support where possible.
- If poor attendance continues and strategies to support are not having an impact, the setting manager must review the situation and decide if a referral to a multi-agency team is appropriate.
- Where there are already safeguarding and welfare concerns about a child or a child protection plan is in place, poor/irregular attendance at the setting is reported to the Social Care worker without delay.

In the case of funded children, the local authority may use their discretion, where absence is recurring or for extended periods, considering the reason for the absence and impact on the setting. The setting manager is aware of the local authority policy on reclaiming refunds when a child is absent from a setting.

Recording and safeguarding follow-up

- Daily attendance, arrival and departure times, reported absences and the reason given are recorded in Tapestry.
- Parents and carers should report illness within one hour of the expected start time and give as much notice as possible for appointments or holidays.
- Where a child is unexpectedly absent, the key person or manager attempts to contact the parent or carer promptly and continues reasonable attempts on the first day, using authorised emergency contacts where necessary.
- An unexplained absence is recorded in Tapestry and, where relevant, on the safeguarding chronology. The designated safeguarding lead reviews and follows it up until the child's safety and the reason for absence are established.
- Where a child has a child-protection plan, is currently known to children's social care, or there is any immediate welfare concern, the relevant professional is contacted on the day of the unexplained absence and safeguarding procedures are followed without delay.
- If no contact can be made within three working days or three consecutive expected sessions, the designated safeguarding lead seeks advice from children's social care and makes a referral if advised. This timescale does not delay earlier action whenever concern exists.
- Patterns of poor or irregular attendance are discussed sensitively with families. Support is offered where possible and concerns are escalated through safeguarding or multi-agency procedures when required.

09.03 The role of the key person

'Each child must be assigned a key person' (EYFS)

Children need to form a secure attachment to key person when they join Isabello's Preschool to feel safe, happy, and eager to participate and learn.

The key person role

- A key person builds an on-going relationship with the child and their parents/carers and is committed to that child's well-being while in the setting.
- Every child that attends Isabello's Preschool is allocated a key person before they begin settling in - it is not the responsibility of the child to choose their own key person.
- Where possible a 'back up' key person is also identified for each child so that they can fulfil the role in the absence of the main key person, for example, during annual leave or sickness.
- The key person conducts the progress check at age two for their key children.
- The role is fully explained to parents/carers on induction and the name of the child's key person and 'back up' key person is recorded on the child's registration form.
- The key person is central to settling a child into the setting. The setting manager and key person explain the need for a settling in process and agree a plan with the parents.
- Shift patterns and staff absence can affect a child who is just settling in; where possible, settling in should be matched to when the key person is on duty.
- The number of children for each key person considers the individual needs of children and the capacity of the key person to manage their cohort; it is also influenced by part-time places and part-time staff. The setting manager should aim for consistency i.e. matching part-time staff to part-time children; full-time children should not be divided between key persons during the week.
- Photographs of key persons and their key groups are displayed clearly.
- The key person spends time daily with his or her key group to ensure their well-being.

Parents/carers

- Key persons are the first point of contact for parents regarding matters concerning their child and any concerns parents/carers are addressed with the key person in the first instance.
- Key persons support parents/carers in their role as the child's first and most enduring educators.
- The key person is responsible for the child's developmental records, completing the progress check at age two, and for sharing information about progress with the child's parents/carers.

Learning and development

- The key person helps to ensure that every child's learning and care is tailored to meet their individual needs. This is achieved through regular observation and assessment of children, using information gathered about their achievements, interests and learning styles to plan for each individual child's learning and development.
- If a child's progress in any of the prime areas gives cause for concern, the key person must discuss this with the setting manager or SENCO and the child's parents/carers.

Routine Parts of the Day

The key person role is explained further in procedures (09.4/6/7/8/10/14); the key person also maintains other responsibilities for key children including administering medication and signing accident records.

Back-up key person

- The role of the back-up key person is to step in when the main key person is absent or unavailable to provide a stable and consistent care relationship for the child.
- The back-up key person is identified when the child starts but is not introduced to the child until an attachment is beginning to form with the key person.
- The back-up key person gradually forms a relationship with the child until the child is happy to be cared for by this person.

- The back-up key person shares information with parents/carers in the key person's absence and makes notes in the child's records where appropriate.
- The back-up key person ensures information is shared with the key person.

Safeguarding children

- The key person has a responsibility towards their key children to report any concern about their development, wellbeing and welfare, or child protection matter to the setting manager and to follow the procedures in this respect.
- Regular supervision with the setting manager provides further opportunities to discuss the progress, wellbeing and welfare of key children.
- The back-up key person has a duty likewise.

Further guidance

Being a Key Person in an Early Years Setting (Alliance Publication)

09.04 Settling in, transitions and separation anxiety

All children are entitled to settle comfortably into the setting. Children aged two may have limited experience of group care and may experience strong separation anxiety. A gradual, individual approach helps each child build a secure relationship with their key person.

Our three-stage approach

1. Proximity - a familiar adult stays while the child becomes used to the key person, other staff, children and surroundings.
2. Secure base - the child begins to explore and participate while using the key person as a reliable source of comfort and reassurance.
3. Dependency and independence - the child can separate from their parent or main carer because a secure relationship with the key person has developed.

Planning with families

- Before the child starts, the manager and key person gather information about routines, interests, previous care, communication, health, additional needs and anything likely to affect settling.
- A flexible settling-in plan is agreed with the parent or carer. Sessions and periods of separation increase in response to the individual child rather than a fixed timetable.
- Parents and carers always say goodbye and explain that they will return; they should not leave without the child noticing.
- A familiar object, family photograph, home-language words or other agreed comfort may be used.
- Children with SEND are supported through reasonable adjustments and, where helpful, advice from the SENCO and other professionals.

Responding to separation anxiety

- The key person watches for prolonged or repeated distress, withdrawal, changes in eating or toileting, heightened vigilance at doors, difficulty engaging, or other changes in behaviour and wellbeing.
- Distress is not ignored or deliberately prolonged. The child receives calm, consistent reassurance and close support.
- The key person discusses possible triggers with the family, including recent illness, family changes, holidays, changes of staff, reduced attendance or an interrupted settling process.
- The plan is reviewed and may return to an earlier stage. The SENCO, health visitor, social worker or another professional is involved where appropriate and with regard to safeguarding and information-sharing duties.
- A review normally takes place within four to six weeks, and earlier if the child remains significantly distressed.

Part-time attendance and prolonged absence

Part-time children need continuity while settling. Following a prolonged absence, the child's attachment may need to be rebuilt and a short re-settling plan may be agreed.

Children learning English as an additional language

Parents and carers are encouraged to use the child's home language. Key words, gestures, familiar activities and, where needed, an interpreter are used through a joined-up approach so that the child and family understand the settling plan and feel welcomed.

09.05 Establishing children's starting points

When children start at Isabello's Preschool they arrive at different levels of learning and development. To help them to settle and make progress it is important that they are provided with care and learning opportunities that are suited to their needs, interests and abilities. This means establishing and understanding their starting points and whether there are any obstacles to their learning, so that teaching can be tailored to the 'unique child'.

- The aim of establishing a child's starting points is to ensure that the most appropriate care and learning is provided from the outset.
- Starting points are established by gathering information from the first contact with the child's parents/carers at induction and during the 'settling in' period. Staff do not 'wait and see' how the child is settling before they begin to gather information.
- The key person is responsible for establishing their key children's starting points by gathering information in the following ways:
 - observation of the child during settling in visits
 - discussion with the child's parents/carers
 - building on information that has been gathered during registration by referring to the registration form

The information gathered is recorded within two weeks of the child's official start date and sooner where possible.

- The key person must make a 'best fit' judgment about the age band the child is working in, referring to Development Matters or Birth to 5 Matters.
- The key person should complete details by indicating where they have gathered their evidence from, using more than one source where possible i.e. parent/carer comment and observation during settling in.

If the initial assessment raises any concerns that extra support may be required procedure 09.10 Identification, assessment and support for children with SEND is followed.

09.06 Arrivals and departures

Routine parts of the day make the very best of routine opportunities to promote 'tuning-in' to the child emotionally and to create opportunities for learning. Arrivals and departures are key times in the day when children need support from their carer to make the transition smooth and happy; these times of day also pose a certain level of risk as parents and carers come and go. All staff at Isabello's Preschool are aware of the potential risks and take measures to minimise them.

Arrivals

- Whenever possible the key person or back up key person always greets young children. This ensures that young children are received into the setting by a familiar and trusted adult.
- The key person who greets the child marks their presence and time of arrival in the register.
- If a child who is expected fails to arrive, this is recorded on the child's personal file and the setting manager is immediately notified so that they can contact the child's parents/carers to find out why the child is absent following procedure 06.11 Absence.
- The key person ensures that the child has been signed in by the parent/carers and there is a clear indication of who will be collecting the child, and at what time.
- The key person greets the parents/carers and takes time to hear information the parents/carers need to share. They inform the parents/carers of aspects of the day, such as if there is an agency member of staff or flexible worker in, which members of staff will be around later when parents/carers collect their child, any planned outings, or special planned event. Any consent forms are signed.
- The key person receives the child physically and tunes in to how he or she is feeling and prepares to meet his/her needs.
- Parents/carers should spend a few minutes with their child and key person before leaving. Many parents/carers will be in a hurry, but this can have an unsettling effect.
- Always ensure that the parents/carers say goodbye to their child and say when they are coming back, such as 'after tea', rather than just 'later'.
- If the member of staff receiving the child is not the key person, the member of staff will hand over the information shared by the parents/carers to the key person when they arrive.

Injuries noted on arrival

- If a child is noted to have visible injuries when they arrive at the setting procedure 6.1 is followed.

Changing shifts and handing over information

- When the key person leaves or goes on a break, they handover the care of the child to a 'back-up' key person.
- If someone other than the key person receives the child, he/she will share any information from the parent/carers and write a note for the key person. Confidential information should be shared with the setting manager to pass on.
- The key person shares information with the back-up key person; in this way they ensure that all information is passed on to the parent/carers in the key person's absence.

Departures

- Children are prepared for home, with clean faces, hands and clothes if required.
- The key person always aims to greet parents and carers when they arrive. The child is handed over personally only to an authorised person named in the child's collection records, and the time of departure is recorded in Tapestry.
- Only authorised named persons aged over 16 years should normally collect children. Named authorised adults should be shared and recorded at registration. (See Policy 9.01c) If a parent has no alternative, then this is agreed with the setting manager and a risk assessment completed and signed by the parent/carers. In all cases the setting manager will ask the parents/carers to ensure that in future alternative arrangements are made. If the parent/carers is under 16 years of age a risk assessment will be completed. No child will be collected by anyone who has not reached 14 years of age. The risk assessment should take account of factors such as age/vulnerability of child, journey travelled, arrangements upon leaving the setting to go home/elsewhere.
- Educators verbally exchange information with parents/carers.

- If someone other than the key person is with the child at the end of the day, the key person should pass general information to the other staff or write a note for the parents/carers. Confidential information should be shared with the setting manager to pass on.

Maintaining children's safety and security

Arrivals and departures pose a particular threat to the safety and security of the children, particularly when parents arrive at the same time or when in shared premises. To minimise the risk of a child leaving the building unnoticed, the setting manager conducts a risk assessment that identifies potential risks, and the measures put in place to minimise them, such as staff busy talking to individual parents/carers or doors left ajar. The risk assessment is shared with their line manager and is updated as and when required.

09.07 Snack times and packed-lunch mealtimes

Isabello's provides two snack times, one in the morning and one in the afternoon. Parents and carers provide a packed lunch for children attending across lunchtime. Milk and water are available throughout the day.

Safe eating

- Children wash their hands before eating and are seated appropriately.
- Children remain within sight and hearing of staff while eating and, wherever possible, a member of staff sits facing them.
- A member of staff holding a current paediatric first-aid certificate is present and available at meal and snack times.
- Staff know each child's allergies, dietary requirements and agreed risk controls before food is served.
- Food is prepared and cut in ways that reduce choking risk. Children are encouraged to take manageable bites and are not allowed to walk or run while eating.
- Staff prevent children from swapping or sharing food.

Snack times

- Age-appropriate portions of fruit, vegetables, toast, oatcakes or other suitable nutritious foods are offered.
- Milk and water are offered in suitable cups or jugs and children's independence is encouraged with close supervision.
- Children are encouraged but never forced to eat. Individual dietary, cultural and medical needs are respected.

Packed-lunch mealtimes

- Lunchboxes are clearly named. Parents and carers are responsible for supplying a healthy, balanced and age-appropriate lunch and for following the setting's packed-lunch guidance.
- Mealtimes are calm social occasions. Staff model safe, positive eating and give children enough time to eat without being hurried.
- Food is not used as a reward or punishment and children are not required to finish everything provided.
- Any relevant concern about a child's eating, appetite, dietary intake or safety is discussed promptly with the parent or carer and recorded where appropriate.

09.08 Personal care and nappy changing

Personal care, toileting and nappy changing are handled in ways that protect each child's dignity, privacy, safety and emotional wellbeing. Children aged two to five may be at different stages of toilet learning and are supported without shame or pressure.

Individual arrangements

- Parents and carers provide up-to-date information about the child's personal-care needs, routines, preferred words, health needs and any products that must or must not be used.
- Parents and carers provide suitable spare clothing, nappies or training pants and wipes where these are required. These items are stored in the child's own named bag or backpack.
- The key person normally supports the child, with an identified colleague able to provide consistent care when the key person is unavailable.

Safe and respectful practice

- Staff explain what they are doing, seek the child's cooperation and encourage independence according to the child's development.
- Children are never left unattended on a changing surface or in a toilet area. Privacy is balanced with safeguarding so that staff remain appropriately observable or within hearing of colleagues.
- Single-use gloves and aprons are available and worn according to infection-control risk. Staff wash their hands and support the child to wash their hands afterwards.
- Changing surfaces and relevant contact points are cleaned and disinfected between children. Waste is disposed of safely.
- Soiled clothing is placed in a securely tied, labelled bag and returned home. It is not washed at the setting.
- Creams are used only with parental permission and according to the product instructions or an agreed health-care plan.

Toilet learning

Toilet learning is agreed with families and approached consistently between home and preschool. Accidents are treated calmly. Staff do not use negative language, punish a child or compare children. Any persistent pain, constipation, diarrhoea, skin concern or marked change is discussed with the parent or carer and escalated where medical or safeguarding advice may be required.

Safeguarding and records

Staff report and record any unusual injury, disclosure, concerning behaviour or other safeguarding indicator in accordance with the safeguarding procedure. Personal-care records are maintained where an individual plan or pattern of care makes this necessary.

09.09 Supporting positive behaviour

At Isabello's Preschool positive behaviour is located within the context of the development of children's personal, social, and emotional skills and well-being. A key person who understands children's needs, their levels of development, personal characteristics, and specific circumstances, supports this development. This ensures children's individual needs are understood and supported. Settling into a new environment is an emotional transition for young children especially as they learn to develop and master complex skills needed to communicate, negotiate and socialise with their peers. Skills such as turn taking and sharing often instigate minor conflicts between children as they struggle to deal with powerful emotions and feelings. During minor disputes, key persons will help children to reflect and regulate their actions and, in most instances, children learn how to resolve minor disputes themselves. However, some incidents are influenced by factors, requiring a strategic approach especially if the behaviour causes harm or distress to the child or others. These situations are managed by the SENCO/key person using a stepped approach which aims to resolve the issue and/or avoid the behaviour escalating and causing further harm.

This is an unsettling time for young children. Educators are alert to the emotional well-being of children who may be affected by the disruption to their normal routine. Where a child's behaviour gives cause for concern, educators at Isabello's Preschool take into consideration the many factors that may be affecting them. This is done in partnership with the child's parents/carers and the principles of this procedure are adhered to

The setting manager/SENCO at Isabello's Preschool will:

- ensure that all new staff attend training on behaviour management such as that available on EYA Central.
- help staff to implement procedure 09.09 Supporting children's behaviour in their everyday practice
- advise staff on how to address behaviour issues and how to access expert advice if needed
- maintain a focus on prevention
- consider appropriate adaptations in the approach for those with SEND

Rewards and sanctions

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 immediate results for the adult but do not teach a child how to act when a 'prize' is not being given or provide the skills to manage situations and emotions themselves. Instead, a child is taught to be 'compliant' and respond to meet adult expectations to obtain a reward (or for fear of a sanction). If used the type of rewards and their functions must be carefully considered.

Children are never labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group to be left in 'time out' or on a 'naughty chair'. If a child is distressed or causing harm to others, it may help to remove them from the immediate environment where the incident occurred. They should be taken to a quiet area by their key person for up to 5 minutes to help them calm down. If appropriate, the key person can use this time to help the child reflect on what has happened. Physical punishment of any kind is never used or threatened which could adversely affect a child's wellbeing. If staff become aware that another person has given corporal punishment to a child, they follow 06 Safeguarding children, young people and vulnerable adults' procedures. Physical intervention to safeguard a child/children must be carried out as per the guidance in this procedure.

Step 1

- The setting manager, SENCO and other relevant staff members are knowledgeable with and apply the procedure 09.09 Supporting children's behaviour.
- Unwanted behaviours are addressed using an agreed and consistently applied approach to de-escalate situations
- Staff are knowledgeable and understand that behaviour is a form of communication to either avoid or seek out something.
- Behaviours that result in concern for the child and/or others must be discussed by the key person, SENCO/setting manager. During the meeting the key person must use their all-round knowledge of the child and family to share any known influencing factors such as a new baby in the family, child and/or parental illness, underlying additional needs to help place the child's behaviour into context.
- Appropriate adjustments to practice must be agreed within the setting. If relevant, a risk assessment should be carried out.

- If the adjustments are successful and the unwanted behaviour does not reoccur, or cause concern then normal monitoring can resume.

Step 2

- If the behaviour remains a concern, then the key person and SENCO must liaise with the parents to try to discover possible reasons for the behaviour and to agree next steps. If relevant and appropriate the views of the child must 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 setting manager/SENCO must suggest using a focused intervention approach to identifying a trigger for the behaviour such as the ABC approach, i.e. Antecedents - what happened before; Behaviour - what was the behaviour observed; Consequences - what happened after the event.
- If a trigger is identified, then the SENCO and key person must meet with the parents to plan support for the child through a graduated approach via SEN support.
- Aggressive behaviour by children towards other children will result in a staff member intervening immediately to stop the behaviour and prevent escalation using the agreed initial intervention approach. If the behaviour has been significant or may have a detrimental effect on the child, the parents/carers of the victim of the behaviour and the parents/carers of the perpetrator must be informed. If the setting has applied a physical intervention, they must follow the guidance as set out below. The designated safeguarding lead completes the setting's safeguarding incident record and contact Ofsted if appropriate. A record of discussions is recorded, and parents/carers are asked to sign.
- Parents/carers must also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.
- Actions for dealing with the behaviour at home are agreed with parents and incorporated into the action plan. Other staff are informed of the agreed interventions and help implement the actions. The plan must be monitored and reviewed regularly by the key person/SENCO until improvement is noticed.
- Incidents and intervention relating to unwanted or challenging behaviour are recorded on the child's file and considered whenever support is reviewed.

Step 3

If despite applying initial intervention to deescalate situations and focused interventions to identify triggers the child's behaviour continues to occur and/or is of significant concern, the SENCO and key person invite the parents/carers to a meeting to discuss external referrals and next steps for supporting the child. It may be agreed that the setting request support from the Early Help team and/or other specialist services such as the Area SENCO with parental consent and partnership. This will help address most developmental or welfare concerns. If the behaviour is part of other welfare concerns that include a concern that the child may be suffering or likely to suffer significant harm, safeguarding procedures 06 Safeguarding children, young people and vulnerable adults' procedures must be followed immediately. Parental consent should only be sought if it poses no additional risk to the child.

- Advice provided by external agencies is incorporated into the child's support and reviewed through regular multi-disciplinary discussion where appropriate.
- If a review determines a statutory assessment may be needed then all relevant documentation must be collected in preparation for an Education Health and Care Assessment which may lead onto an Education, Health, and Care Plan.

Working in partnership with families and the team around the child, staff should understand potential triggers for those with SEND and how behaviour may present for that individual child. Settings should seek to minimise or remove identified triggers where practicably possible, ensuring inclusion and a proactive preventative approach is employed to mitigate the use of physical intervention as much as possible.

This is recorded on the child's file, including de-escalation techniques and agreed adaptations, and is reviewed regularly to meet the child's needs. Risk assessments are completed where appropriate to support practice.

Use of physical intervention

Staff will already use different elements of physical contact with a child as part of their interaction in the setting especially when they are comforting a child or giving first aid. However, physical intervention to keep a child or other children safe is different and should only be applied in exceptional circumstances.

The EYFS states that physical intervention from a staff member towards a child may be used for the purposes of "averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if it is absolutely necessary."

Staff must do all they can to avoid using a physical intervention because this is not the preferred way of addressing children's behaviour.

To offer protection to children a range of appropriate graded interventions may be needed before physical intervention is applied. Most single incidents such as a child throwing a book on the floor or kicking a chair usually only require a verbal intervention from a member of staff. In other situations, an intervention can be applied through mechanical and environmental means such as restricting access to an unsafe area. This usually stops a situation escalating. However, there will be some situations where a child places themselves or others in danger which requires an immediate need for the use of both verbal and physical intervention. If a single or persistent incident requires a physical intervention such as physical handling from a staff member towards a child, then this is used intentionally to restrict a child's movement against their will. In most cases this can be applied using the adult's body gently and safely blocking the child from access to danger or to prevent danger.

To physically intervene, an educator may use "reasonable force" to protect a child from injuring themselves or others. Legally an educator may also use reasonable force to prevent a child from damaging property. However, we would expect that in instances of damaging physical property a child would only experience a physical intervention if the broken property presented a risk or is high value.

If a situation arises which requires urgent physical hands-on intervention this is best applied by the staff who knows the child well such as their key person who is more able to calm them or use other known methods for defusing situations without physical intervention.

Physical intervention

We use the principle of applying reasonable minimal force and handling in proportion to the situation. Staff use as little force as necessary to maintain safety. This intervention should only be used for as short a period as possible to keep the child safe and maintain well-being by aiming for:

- keeping the child's safety and well-being paramount
- a calm, gentle but firm approach and application of the intervention
- never restricting the child's ability to breathe
- side-by-side contact with the child
- no gap between theirs or the child's body
- keeping the adults back as straight as possible
- avoiding close head-to-head positioning to avoid injury to the child and themselves (head butting)
- only holding the child by their 'long' bones to avoid grasping at the child's joints where pain and damage are most likely to occur
- avoiding lifting the child unless necessary
- reassuring the child and talking about what has happened
- only applying a physical intervention on a disabled child if training or preferred method is provided from a reputable external source e.g. British Institute of Learning Disabilities www.bild.org.uk/

Risks

There are risks associated with any physical intervention and handling of a child. The younger and more vulnerable a child may be, the greater risk to the child of using physical intervention towards them. However, there are also risks to children associated with not intervening physically; for instance, if an educator did not take hold of a child by the wrist, they may have run into the path of a fast-moving car.

Before intervening physically to protect a child from immediate harm an educator needs to decision make in a split second, considering the following factors. This is described as dynamic risk assessment.

- What is the immediate risk to this child if I do not intervene now?
- What might the risks be if I do intervene? If this were my child, what would I want someone looking after them to do in this situation?
- What is the minimum level of intervention that will be effective here? How can I do this as gently as possible for as short a time as possible and how am I going to manage myself to stay calm?

Recording

Any instance of physical intervention is fully recorded immediately and reported to the designated person as soon as possible on the setting's safeguarding incident record, ensuring that it is clearly stated when and how parents were informed. Parents and carers are asked to sign the record, which is then kept on the child's file. The designated person decides who will notify the parent/carer and when, ensuring that the parent/carer signs to say they have been notified. An individual risk assessment should be completed after any physical intervention with a child which considers the risks and likelihood of such behaviour re-occurring and how this will be managed. The risk assessment should be agreed and signed by parents.

Temporary suspension (fixed term)

Any decision to temporarily suspend a child must be carefully considered lawful, reasonable, and fair. If despite following the stepped approach for behaviour it is necessary to temporarily suspend a child, for no more than five days, on the grounds of health and safety, the following steps are followed.

- The setting manager provides a written request to suspend a child to their line manager; the request must detail the reason the child must be suspended and the length of time of the proposed suspension.
- If the line manager approves, the parents/carers must be invited to a meeting to discuss next steps. Parents/carers are invited to bring a representative along. Notes must be taken at the meeting and shared later with the parents. The meeting aims for a positive outcome for the child and not to suspend.
- If no acceptable alternative to suspension is found then the setting manager must give both verbal and written notice of time related suspension to the parent, meanwhile the setting manager must ensure that continued resolution is sought, and suitable adjustments are in place for the child's return.

Suspension of a disabled child

We have a statutory duty not to discriminate against a child based on a protected characteristic. This includes suspending a child based on a disability. Ignorance of the law or claiming it was unknown that a child was disabled is no defence. However, if the child's behaviour places themselves or others at risk then the setting must take actions to avoid further harm. Time limited suspension may be applied to keep the child and/or others safe whilst finding a solution. Suspension is only used if reasonable steps and planned adjustments are first used to help resolve the situation. Without this action, suspension of a child with SEND may constitute disability discrimination (Equality Act 2010). A decision to suspend a disabled child must be clearly evidenced, specific, measurable, achievable, realistic, and targeted. Plans and intervention must be recorded on the child's file. If little or no progress is made during the suspension period, the following steps are taken.

- The setting manager sends a written/electronic invite to the parents/carers, a local authority representative and any relevant external agencies to attend a review meeting. Each attendee must be made aware that the meeting is to avoid the situation escalating further and to find a positive solution.
- After the meeting, the setting manager continues to maintain weekly contact with the parents/carers and local authority to seek a solution.
- Suitable arrangements offer the parent/carer continued support and advice during the suspension. The setting manager reviews the situation fortnightly and provides their line manager with a monthly update.

Expulsion

In some exceptional circumstances a child may be expelled due to:

- a termination of their childcare and early education agreement in accordance with Isabello's terms and conditions
- if despite applying a range of interventions (including reasonable adjustments), the setting has been unable to adequately meet the child's needs or cannot protect the health, safety and well-being of the child and/or others.

Challenging unwanted behaviour from adults in the setting

We do not tolerate behaviour demonstrating dislike, prejudice, discriminatory attitudes, or action towards any individual/group. This includes those living outside the UK (xenophobia). This also applies to behaviour towards specific groups of people and individuals who reside in the UK.

Allegations of discriminatory remarks or behaviour 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. Where a parent/carer makes discriminatory or prejudice remarks to staff at any time, or other persons 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/carer is 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/carer requesting them to sign a written agreement not to make discriminatory remarks or behave in discriminatory or prejudice ways; the third stage may be considering withdrawing the child's place.

Further guidance

Behaviour Matters (Alliance Publications)

09.10 Identification, assessment and support for children with SEND

We have regard for the Special Educational Needs and Disability (SEND) (DfE and DoH 2015) which states that local authorities must ensure that all early years providers that they fund in the maintained, private, voluntary and independent sectors are aware of the requirement on them to meet the needs of children with SEN and disabilities. When securing funded early education for two, three- and four-year-olds local authorities should promote equality and inclusion for children with disabilities or SEN; this includes removing barriers that prevent access to early education and working with parents/carers to give each child support to fulfil their potential.

The term SEN support defines arrangements for identifying and supporting children with special educational needs and/or disabilities. We are required to offer appropriate support and intervention and to promote equality of opportunity for children that we care for. Children's SEND generally falls within the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Graduated approach

Initial identification and support (identifying special educational needs)

- Ongoing formative assessment forms part of a continuous process for observing, assessing, planning and reviewing children's progress.
- Children identified as having difficulty with one or more area of development should be given support by applying some simple strategies and resources.
- For most children, simple differentiation and targeted support will be sufficient. Observations, decisions and review dates are recorded on the child's file.
- If despite applying differentiated strategies a child continues to struggle and is showing significantly more difficulty with learning than their peers or has a disability which requires specific adjustments, then the key person should raise a concern with the setting's SENCo/setting manager and the child's parents/carers.

Observation and assessment of children's SEN

- Where a child appears to be behind expected levels, or their progress gives cause for concern, educators should consider all the information about the child's learning and development from within and beyond the setting.
- Information can be collated from formal checks such as the progress check at age two, observations from parents/carers and observation and assessment by the setting of the child's progress.
- When specialist advice has been sought externally, this is used to help determine whether a child has a special educational need (SEN).
- The child's key person and SENCo/Manager use this information to decide if the child potentially has a special educational need.
- If the decision is that the child may have a SEN and the parents are not already aware of a concern, then the information is shared with them. Once parents/carers have been informed, they should be fully engaged in the process, contributing their insights to all future actions for their child.

Planning intervention

- Everyone involved with the child should be given an opportunity to share their views. Parents/carers should be encouraged to share their thoughts on the child's difficulties and be involved in the decision as to what will happen next.
- A first intervention may be adapted support followed by review on an agreed date. Where needs are more complex, detailed evidence-based interventions may begin alongside appropriate external referrals.
- If relevant, then the child should be appropriately included in development of the action plan but only at a level which reflects their stage of comprehension.
- Planned support ensures that a child who has, or may have, SEND receives appropriate help and encouragement with learning and development as early as possible.

Involving the child

- The SEND Code of Practice supports the rights of children to be involved in decisions about their education.
- Inclusion of children with SEND helps build self-confidence and trust in others.
- Ascertaining children's views may not be easy, a range of strategies will be needed.
- Accurate assessment helps identify children's strengths and possible barriers to learning.
- The key person and setting manager/SENCO work in partnership with parents/carers and other agencies to involve the child wherever appropriate.
- Children are involved at appropriate stages of the assessment and to their level of ability.
- Establishing effective communication is essential for the child's involvement.

Records of support and intervention

- Planned support should show the intended outcomes, the frequency of intervention, who will provide it and the resources required.
- A review date (at least termly) should be agreed with the parents/carers so that the child's progress can be reviewed against expected outcomes and next steps agreed.
- A copy of the plan is stored in the child's file so that any other member of staff or an inspector looking at the file will see how the child is progressing and what interventions have been or are being applied.
- If a child requires specific medical interventions during their time at the setting, an individual healthcare plan is agreed with the family and relevant professionals so that the child's medical needs are known and safely met.
- The action plan should provide an accessible summary of the child's needs, which can be used if further assessment is required including a statutory Education Health and Care (EHC) Assessment, and development of an EHC plan.

Planning and reviewing support

- If external agencies are already involved at this stage, then they should also be invited to help decide on what appropriate interventions are needed to help meet outcomes for the child. The SENCO/setting manager should take the lead in coordinating further actions including preparation of the action plan and setting short-term targets.
- Where there are significant emerging concerns (or an identified special educational need or disability) targeted action plans are formulated that relate to a clear set of expected outcomes and stretching targets.
- Support planning considers the child's strengths, areas where additional help may be needed, possible developmental delay, and the activities and strategies intended to address any issue or concern.
- Planned intervention should be based on the best possible evidence and have the required impact on progress with longer-term goals covering all aspects of learning and development and shorter-term targets meeting goals.
- The plan should focus on the needs of the child, the true characteristics, preferences, and aspirations of the child and involvement of the parents with a clear set of targets and expected outcomes for the child. Effective planning at this stage should help parents and children express their needs, wishes, and goals:
- focus on the child as an individual and not their SEN label
- be easy for children to understand and use clear ordinary language and images, rather than professional jargon
- highlight the child strengths and capacities
- enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
- tailor support to the needs of the individual
- organise assessments to minimise demands on families
- bring together relevant professionals to discuss and agree together the overall approach
- If the child fails to make the expected progress and multi-agency support is sought, then it is at this point that Early Help/Assessment should be considered.

Record keeping

If a child has or observations indicate a potential SEN, a dated record should be kept of:

- the initial cause for concern and the source of the information, including observations, the progress check at age two and outcomes of previous interventions
- the initial discussion with parents/carers raising the possibility of the child's SEN

- the views of the parents/carers and other relevant persons including, wherever possible, the child's voice
- the procedures followed regarding the Code of Practice to meet the child's SEND e.g. support planning, referrals to external agencies and for statutory assessment
- evidence of the child's progress and any identified barriers to learning
- advice from other relevant professionals; and all subsequent meetings with parents and other persons and any subsequent referrals

Records may include

- observation and monitoring sheets
- expressions of concern
- risk assessments
- reviews of accessibility and reasonable adjustments
- health care plans (including guidelines for administering medication)
- Records of support and intervention
- meetings with parents/carers and other agencies
- additional information from and to outside agencies
- agreements with parents/carers
- guidelines for the use of children's individual equipment; Early help referrals
- referral to the local authority identifying a child's special educational needs and request for statutory Education, Health, Care (EHC) needs assessment, and a copy of an EHC plan

Seeking additional funding

If the child's needs cannot be met from within the setting's core funding, then it will be at this point that the evidence collated will be used to apply for enhanced funding from the local authority's inclusion fund. If a new or existing child is disabled, then the setting should check if the family is in receipt or have applied for Disability Living Allowance. If so, the setting will be able to apply to their local authority for the local Disability Access Fund.

Statutory education, health and care (EHC) assessment and plan

Statutory assessment

- If a child has not made the expected progress, then the next steps may be for the child to undergo an Education, Health and Care Assessment.
- If a child is under compulsory school age, the local authority will conduct an EHC needs assessment if they consider that the child's needs cannot be met within the resources normally available to the early years setting.
- Children aged under age two are eligible where an assessment has indicated that the child is likely to have SEN which requires an EHC plan when they reach compulsory school age.
- When a child's needs appear to be sufficiently complex, or the evidence suggest specialist intervention then the local authority is likely to conclude that an EHC plan is necessary
- The local authority should fully involve the parent and must seek advice from the setting in making decisions about undertaking an EHC assessment and preparing an EHC plan.
- Settings should prepare by collating information about the child's SEND including:
 - documentation on the child's progress in the setting
 - interventions and support provided to date
 - evidence of external agency assessment, support and recommendations
 - parent/carer views and wishes (and where appropriate those of the child)

The information will then be submitted to the local authority to allow them to accurately assess the child in the context of the support already given.

- The local authority must inform the child's parents of their decision within six weeks of receiving a request for an assessment and give its reasons for their decision. If the local authority decides to conduct an assessment, it must ensure the child's parents are fully included right from the beginning and are invited to contribute their views. If the local authority subsequently decides not to conduct an assessment it must then inform the parents of their right to appeal that decision, of the requirement for them to consider mediation should they wish to appeal.

- If the local authority decides that a statutory EHC plan is not necessary, it must notify the parents/carers and inform the provider, giving the reasons for the decision. This notification must take place within 16 weeks of the initial request or of the child having otherwise been brought to the local authority's attention.
- If the decision following an assessment is to compile an EHC plan the local authority should consult collaboratively with the parents/carers in the preparation of the plan ensuring that their views and their child's preferences are considered and that plans describe positively what the child can do and has achieved to date.
- Plans are evidenced based and focus on short term outcomes and long-term aspirations for the child including family and community support. Parents/carers have the right to request a particular provision for their child to be named within their EHC plan.
- If an early years setting is named, the local authority must fund this provision. They cannot force a setting to take a child and can only name the provision in the EHC if the setting agrees.
- Local authorities should consider reviewing an EHC plan for a child under age five at least every three to six months. Such reviews would complement the duty to carry out a review at least annually but may be streamlined and not necessarily require the attendance of the full range of professionals, depending on the needs of the child. The child's parents/carers must be fully consulted on any proposed changes to the EHC plan and made aware of their right to appeal to the Tribunal.

External intervention and support

Where external agency intervention has been identified to help support a child with SEND then this intervention should be recommended in writing by a suitably reliable source such as a speech and language therapist, paediatrician or educational psychologist.

Further guidance

SEND Code of Practice: 0 to 25 years (DfE and DoH 2015)

Ready, Steady, SENCO (Alliance Publication)

09.11 Transition to school

Moving on to school is a major transition in a child's life involving separation from familiar adults and children. Older children have a more secure understanding of 'people permanence' and can approach new experiences with confidence. However, they need preparation if they are to approach transition to school with confidence and an awareness of what to expect.

Partnership with schools

- Details of the school that a child will be attending are recorded in the child's file along with the name of the reception class teacher.
- Every effort is made to forge and maintain strong links with all schools that children may attend. The setting manager will approach schools to open lines of communication where these have not previously existed.
- Details of the school's transition or settling in procedures are kept by the setting and are referred to so that members of staff are familiar with them and can develop a consistent approach to transition with teachers, parents/carers and children.
- Teachers are welcomed into the setting and sufficient time is made for them to spend both with the child, their parents/carers and with the key person, to discuss and share information that will support the child's transition to school.
- A child's learning journey record is forwarded to the school along with other information that will aid transition and settling in. Parents/carers receive a copy of this.
- Any action plans relating to a child's additional needs are also shared, where this is in place.
- Other formal documentation such as safeguarding information is prepared in line with procedure 07.6 Transfer of records.

Partnership with parents/carers

- Key persons discuss transition to school with parents and set aside time to discuss learning and development summaries. Parents/carers are encouraged to contribute to summaries.
- Key persons will discuss with parents/carers how they are preparing their child for school and will share information about how the setting is working in partnership with the school to aid transition.
- Key persons will make clear to parents the information that will be shared with the school, for example, information regarding child protection and work that has taken place to ensure the child's welfare.

Increasing familiarity for children

- Where the setting is on, or adjacent to a school site, there will be opportunities for children to become familiar with staff and school premises, for example shared use of outdoor and indoor spaces, activities and resources.
- Where possible, the key person will take the child to visit the new school, if this is the school's transition policy.
- If there are several schools in a catchment area, or the setting is not within a reasonable distance of the school, other means of familiarisation will be explored. This could be through videos, photographs or other information about the school that can be shown within the setting. Staff may borrow resources from the schools and will use these with the children.

Preparing children for leaving

- Children and parents/carers form bonds with adults and children in the setting and will need preparation for separating from the relationships they have formed.
- The child's last day should be prepared for in advance and marked with a special celebration that acknowledges that the child is moving on.
- Parents/carers should not be discouraged from bringing the child for the occasional brief visit, as separations often take time to complete. Sometimes children need the reassurance that their nursery/pre-school is still there and that they are remembered.

09.12 Progress check at age two

- The key person is central to the progress check and must be the person completing it.
- Settings should take guidance from their local authority as to when the progress check at age two is completed; if no such guidance is provided, the progress check is completed when the child is between 26 and 30 months old. The child should be attending the setting for at least 1 term before the check is completed.
- Once the timing of the child's progress check is confirmed, parents/carers are invited to discuss their child's progress at a mutually convenient time.
- The setting must seek to engage both parents/carers and make allowance for parents/carers who do not live with their child, but have parental responsibility, to be involved

Completing the progress check at age two

- On-going observational assessment informs the progress check and must be referred to.
- Children's contributions are included in the report. Staff must be 'tuned in' to the ways in which very young children, or those with speech or other developmental delay or disability, communicate
- Where any concerns about a child's learning and development are raised these are discussed with the parents/carers, the SENCO and the setting manager.
- If concerns arise about a child's welfare, they must be addressed through 06 Safeguarding children, young people and vulnerable adults' procedures.
- The key person must be clear about the aims of the progress check as follows:
 - to review a child's development in the three prime areas of the EYFS
 - to ensure that parents/carers have a clear picture of their child's development
 - to enable educators to understand the child's needs and, with support from educators, enhance development at home
 - note areas where a child is progressing well and identify any areas where progress is less than expected
 - describe actions the provider intends to take to address any developmental concerns (working with other professionals as appropriate)

10 Working in partnership with parents and other agencies policy

Aim

Isabello's Preschool actively promotes partnership with parents/carers and recognises the importance of working in partnership with other agencies to promote the well-being of children and their families. This includes signposting parents/carers to support as appropriate.

Objectives

- We believe that parents/carers are children's first and most enduring educators and our practice aims to involve and consult parents/carers on all aspects of their child's well-being and education.
- We also recognise the key role parents/carers must play in the day-to-day organisation of the provision.
- We consider parents/carers views and expectations and will give the opportunity to be involved in the following ways:
 - sharing information about their child's needs, likes, achievements and interests
 - settling in their child to the agreed plan according to our settling in procedures
 - taking part in children's activities and outings
 - contributing with ideas or resources as appropriate to enhance the curriculum of the setting
 - taking part in early learning projects, sharing with educators' knowledge and insights about their child's learning
 - contributing to assessment with information, photos and stories that illustrate how their child is learning within the home environment, taking part in day-to-day family activities
 - taking part in discussion groups
 - taking part in planning, preparing, or simply participating in social activities organised within the setting
 - taking part in a parent forum to encourage the democratic participation of parents in discussions about the day-to-day organisation of the setting, consulting about new developments and other matters as they arise
 - involvement in the review of policies and procedures
- Ofsted and setting contact details are displayed on the parent/carer notice board for parents/carers who have a complaint that cannot be resolved with the setting manager in the first instance, or where a parent/carer is concerned that the EYFS standards are not being maintained

Partnership and signposting to other agencies

- We are committed to ensuring effective partnership with other agencies including:
 - local authority early years services about the EYFS, training and staff development
 - local programmes delivered by Family Hubs or the childcare and early education element of Family Hubs
 - social welfare departments regarding children in need and children who need safeguarding or for whom a child protection plan is in place
 - child development networks and health professionals to support children with disabilities and special needs
 - local community organisations and other childcare and early education providers
- Ofsted and setting contact details are made available to other agencies who have a complaint that cannot be resolved with the setting manager in the first instance, or where a parent/carer is concerned that the EYFS safeguarding and welfare standards are not being maintained.

Childcare Act 2006

Education Act 2011

10.01 Working in partnership with parents, carers and other agencies

Isabello's Preschool believes that families are central in all services we provide for young children. They are involved in all aspects of their child's education and care their views are actively sought, and they are actively involved in the running of the setting in various ways.

We work in partnership with local and national agencies to promote the well-being of all children.

Families

- Parents/carers are provided with written information about the setting, including the setting's safeguarding actions, and responsibilities under the Prevent Duty.
- Parents/carers are made to feel welcome in the setting; they are greeted appropriately; there is adult seating and provision for refreshment.
- Every effort is made to accommodate parents/carers who have a disability or impairment.
- The expectations we make on parents/carers are made clear at the point of registration.
- There is a clear expectation that parents/carers will participate in settling their child at the commencement of a place according to an agreed plan.
- Before a child starts at the setting and on an ongoing basis the setting will ask parents/carers to share necessary information with staff including, but not limited to, food allergies/intolerances, current dietary needs and eating skills and any special health requirements, and this is recorded, used appropriately and stored to protect confidentiality.
- Key persons support parents/carers in their role as the child's first and most enduring educators.
- Key persons regularly meet with parents/carers to discuss their child's learning and development and to share concerns if they arise.
- Key persons work with parents/carers to carry out an agreed plan to support a child's special educational needs.
- Key persons work with parents/carers to carry out any agreed tasks where a child protection plan is in place.
- According to the nature of the setting, there is provision for families to be involved in activities that promote their own learning and well-being.
- Parents/carers are involved in the social and cultural life of the setting and actively contribute.
- As far as possible the service is provided in a flexible way to meet the needs of parents/carers without compromising the needs of children.
- Parents/carers are involved in regular assessment of their child's progress, including the progress check at age two, as per procedure 09.12 Progress check at age two.
- There are effective means for communicating with parents/carers on all relevant matters and 10.2 Complaints procedure for parents/carers and service users is referred to when necessary.
- Every effort is made to provide an interpreter for parents/carers who speak a language other than English and to provide translated written materials.
- Information about a child and their family is kept confidential within the setting. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding their child's development that need to be shared with another agency. Parental permission will be sought unless there are reasons not to, to protect the safety of the child.
- Parental consent is sought to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- Parents/carers' views are sought regarding changes in the delivery of the service.
- Parents/carers are actively encouraged to participate in decision making processes via a parent/carer forum.
- There are opportunities for parents/carers to take active roles in supporting their child's learning in the setting: informally through helping out or activities with their child, or through structured projects engaging parents/carers and staff in their child's learning.
- Volunteers including parents are required to provide at least one written reference and an enhanced criminal records and barred list check if they are helping out on a regular rather than an occasional basis. Paid and unpaid activities such as teaching, training, instructing, caring for or supervising children are now considered to be regulated activity if carried out frequently, or if carried out on more than 3 days in a 30-day period or overnight.

Supervised volunteers who only help out occasionally, such as parents or carers helping out on a trip (but not overnight or if providing personal care) do not require checks

Agencies

- We work in partnership or in tandem with local and national agencies to promote the wellbeing and safety of children.
- Procedures are in place for sharing of information about children and families with other agencies, as out in procedures 07.2 Confidentiality, recording and sharing information.
- Information shared by other agencies (third party information) is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, individuals are made to feel welcome in the setting and professional roles are respected.
- Staff follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other children during their visit.
- Staff do not casually share information or seek informal advice about any named child/family.
- We consult with and signpost to local and national agencies who offer a wealth of advice and information promoting staff understanding of issues facing them in their work and who can provide support and information for families. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and early education, or adult education.

Schools

- Settings work in partnership with schools to assist children's transition as per procedure 09.11 - transition to school and share information as per procedure 07.6 Transfer of records.
- The setting manager actively seeks to forge partnership with local schools with the aim of sharing best practice and creating a consistent, supportive approach.

Breastfeeding parents and visitors

Breastfeeding parents and visitors are welcome at Isabello's Preschool. A parent may breastfeed within the church premises and, where privacy is requested, staff will help identify a suitable space where one is available. Parents are treated respectfully and without discrimination in relation to their chosen method of feeding.

10.02 Complaints procedure for parents, carers and service users

We aim to work openly with families and to resolve concerns fairly, sensitively and as quickly as possible. Making a complaint will not adversely affect a child or family's treatment by the preschool.

1. Raise the concern

If you are unhappy about an aspect of your child's care or how you have been treated, please speak first with your child's key person where appropriate. They will listen, explain what happened and apologise where appropriate. The concern and agreed action will be recorded.

2. Contact the setting manager

If the matter is not resolved, is serious, concerns a member of staff, or you prefer not to approach the key person, contact Emma Montero, Setting Manager, at info@isabellos.co.uk, 07 534 701 625, or in writing to The Church Hall, Christ Church, Oakhurst, Sayers Common, West Sussex, BN6 9JA. A verbal complaint can be written down with you so that the issues are clear.

The manager will investigate and provide the outcome within 28 days of receiving the complaint. A confidential record of the investigation and outcome will be retained.

3. Escalation

If the complaint concerns the setting manager or you remain dissatisfied, ask for the complaint to be considered by the directors of Isabello's Pre-School Ltd. The directors will review the matter and normally respond within a further 14 days.

Safeguarding allegations

A concern alleging that a child has suffered or may be at risk of harm is dealt with immediately under our safeguarding procedures. The Local Authority Designated Officer, children's social care, police and/or Ofsted will be contacted as required. The setting will not conduct an internal investigation in a way that compromises a statutory investigation.

Complaining to Ofsted

You may contact Ofsted at any time if you believe the Early Years Foundation Stage requirements are not being met or you remain dissatisfied with our response.

- Telephone: 0300 123 4666
- Email: enquiries@ofsted.gov.uk
- Online information: www.gov.uk/complain-about-childcare

Records and learning

We keep a summary record of complaints and their outcomes for at least three years and make it available to Ofsted on request. Where a complaint is upheld, the directors review whether changes to practice, training, risk assessment or policy are required.

Contact details

Isabello's Preschool

The Church Hall, Christ Church, Oakhurst, Sayers Common, West Sussex, BN6 9JA

07 534 701 625

info@isabellos.co.uk

Ofsted URN: EY560 785

Complaints from other services

A professional or representative of another service should submit a formal complaint to the setting manager. It will be acknowledged, investigated and discussed with the complainant. If agreement cannot be reached, the matter may be escalated to the directors. Safeguarding, whistleblowing and statutory referral routes remain available and take priority where relevant.

11 Environmental sustainability policy

The Department for Education (DfE) strategy stated that: 'By 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan'. The 4 key pillars that represent aspects of addressing climate change to foster a sustainable future are:

- Decarbonisation
- Biodiversity
- Climate education and green careers goals
- Resilience and adaptation

Decarbonisation:

Our activities to reduce plastic use

Our activities to reduce utility usage

Encouraging sustainable transport to and from the provision

Biodiversity

Fostering children's empathy with nature through exploration

Engaging with flora and fauna in the setting and outings to local community spaces

Climate education

Sharing books, stories and songs with the children on nature and the environment

Weaving environment and climate topics into the EYFS areas of learning

Encouraging parents to engage with sustainability topics at home

Resilience and adaption

Reviewing all aspects of our setting's environment to assess what sustainability and climate adaptations can be made

Actively considering the risk of extreme weather events on our children, families and provision

Aim

Isabello's Preschool actively promotes environmental sustainability.

Climate Champion: Emma Montero

Changing perspectives - at Isabello's Preschool we will

- Educate ourselves, our children and our families on what sustainability means and how to respect our planet.
- Weave sustainability into our daily lives and decisions - ask ourselves could this be done in a more sustainable way.
- Display our sustainability policy and educate and inform others on the steps that we are taking.

Objectives

- Reducing the use of plastics - in particular single use plastics (SUPs) in our everyday lives.
- Cutting down on waste by reducing, reusing and recycling (the 3Rs).
- Minimising food waste.
- Caring for the world we live in.
- Changing perspectives and developing understanding in ourselves, our families and our children.

At Isabello's Preschool we support children to learn about sustainability - to respect and care for both the living and non-living environment.

Children have the opportunity at Isabello's Preschool to learn about and understand sustainability and environmental issues. They will observe adults modelling sustainable practices, learn about the world around them and how to protect it. Together we will support the children to develop positive attitudes and values about sustainable practices.

Our curriculum encourages children to explore ideas and practices that promote environmental sustainability and to understand the interdependence between people and the environment.

Examples of ways that we will embed sustainability into daily life and our curriculum include:

Reducing the use of plastics

- Reducing the use of plastic bottles and bags as much as possible by finding alternatives and encouraging families / staff to use reusable lunch and drinks containers in lunch boxes.
- Switch suppliers to ones that offer more environmentally sustainable products.
- Buy milk in large bottles not individual cartons.
- Use alternatives to single-use wipes that contain plastic.
- Source alternatives to craft materials - recycle materials and encourage parents to bring in recycling materials for art and creative activities.
- Look for resources that are not just plastic representations when real alternatives are available.
- We support children to experience the natural environment through natural materials.

Cutting down on waste by reducing, reusing and recycling

- Introduce recycling bins - following the local recycling scheme guidance.
- Take steps to reduce the junk mail sent to the setting.
- Reduce the amount of paper printing.
- Ensure printer and toner cartridges are recycled.
- Recycle any electronic equipment - where possible using an environmentally friendly disposal scheme.
- If the setting has a 'uniform' for children, recycle to new families.
- Encourage families to donate pre-loved clothes, books and toys to charity shops, refugee support groups or to the setting.
- When purchasing new resources, we look for natural rather than plastic.
- Use natural resources such as water with care - ensure taps are turned off and any leaks fixed.
- Recycle water from water play by using it to water plants.
- Using energy saving light bulbs.
- Use energy saving wash cycles when using the washing machine.
- Minimise the use of tumble driers by hanging washing on clothes horses or outside to dry

Minimising food waste

- Made links and have a box so that donations for the local food bank can be collected.
- Plan snacks and meals carefully to reduce food waste for example using foods that are in season and being aware of portion sizes.
- Introduce composting bins or sign up for a local composting bin service to reduce food waste going to landfill.

Caring for the world we live in

- We help children to explore nature through art and play.
- Educate children not to drop litter.
- Care for the setting environment indoors and out.
- Discover the importance of wildlife to the environment and eco system.
- Use natural resources.
- We shop locally where possible.
- We encourage families to walk, cycle, scoot to our setting.
- We go on nature walks and learn about plants we see in our local area.

References

The Department for Education's Sustainability and climate change strategy

<https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems>