**CATERPILLARS PRE-SCHOOL**

**POLICY AND PROCEDURE PACK**

Caterpillars policies are available on request. Parents receive a copy during the settling in period, via email.

These are:

**Section one –**

* Safeguarding Children and Child Protection Policy p.2

**Section two –**

* Working in Partnership with Parents Policy p.54
* Emergency and Evacuation Policy p.59
* Accidents and Incidents Policy p.62
* Injury and Illness Policy, Corona virus procedures p.64
* Behaviour Management Policy p.73
* Inclusion Policy p. 76
* Health and Safety p.81
* Nappy Changing, Toilet Training and Personal Care Policy p.87
* Parents Obligations and Commitments (contract) p. 91

Caterpillars regularly review our policies. We will keep up to date with any statutory changes or developments via Surrey County Council Early Years and Ofsted, amending our procedures as required.

If any amendments or additional policies are made or added, parents will be advised either via email or via newsletter.

We notify parents during induction about our Policies and Procedures at Caterpillars Pre-School. These are regularly emailed out, parents receive these when their child starts, and then when policies are updated. There are always copies always available in the setting.

**Last Review: Sept 2023 Version 18**

**Section 1 – Safeguarding Children and Child Protection Policy**

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**Child Protection**

* 1. **Safeguarding children and Child Protection Policy – Including managing allegations of abuse against a member of staff**

**We aim to create a culture of safeguarding children where the safety of children is at the heart of everything we do. We make it clear to ALL staff, volunteers, students, parents and carers that Caterpillars Pre-School are committed to protecting children through all its practices.**

**Aims of the Policy;**

* To provide a safe, respectful and supportive environment for children in which they feel confident to approach adults, and are secure in the knowledge that they will be listened to.
* To ensure that children feel able to express their views and preferences, and that they have the courage and the confidence to tell any adult if they are unhappy.
* To ensure that children know that they can speak about their worries with anyone of their choice, whom they trust, both in and out of the setting.
* To ensure that adults talk and listen to children where they have concerns about their safety and well-being.
* To safeguard children who are suffering, or likely to suffer significant harm.
* To ensure the children in our care are kept safe both at home and in the setting.
* To raise awareness of all staff of their responsibility to identify and act on any suspected case of abuse or neglect, and the procedures to follow.
* To raise the awareness of parents about the procedures that we will follow if abuse or neglect is suspected.

**Introduction;** The welfare, protection and safety of every child in our care is of paramount importance and we take our responsibility to safeguard children seriously. We follow Surrey Safeguarding Children Partnership Board (SSCP) and procedures. Everyone working at Caterpillars recognises their responsibilities towards the children in our care. We have procedures in place to follow if we suspect abuse or neglect, and we are able to put the procedures into practice. We will request support from Children’s services via the Children’s-Single Point of Access (C\_SPA)when appropriate, and work with other agencies involved, such as the Police. We will attend and provide reports for strategy meetings, child protection conferences and core groups. We will contribute, where appropriate to any assessments or child protection plan. We will always take a sensitive approach in order that we can support our children and families.

Caterpillars has two designated safeguarding leads Designated Safeguarding Leads (DSL) are Katie Sears and Clare Brown. This role is a shared duty.

* The DSLs will monitor and audit our safeguarding arrangements. This will include an annual audit of policies and procedures. This will include a scrutiny of the completed welfare check lists for child protection, and suitable people, a review of training (including Safer Recruitment training) and our single central record of staff, students and volunteers.
* The DSLs will evaluate that the safeguarding policy is effective and that SSCP procedures are being followed and that staff are equipped to fulfil their role in this.
* The DSL is responsible for ensuring that any allegations against persons working in the setting, are dealt with effectively. Allegations are heard by Katie Sears, unless this involves Katie, in this instance Clare will manage the allegation. Please see section allegations against staff.
* The DSL is also responsible for ensuring that new starters, including students and volunteers, receive a comprehensive induction.
* The DSL ensures that staff have opportunities to discuss any welfare concerns, and identify any training needs, keeping an up to date record of training.
* By having two DSL’s, this ensures there is always someone on-site who is able to deal with safeguarding and child protection situations.

**The registered person (Katie Sears) will inform Ofsted of**;

* Changes to the person who is managing the provision and changes to the name or registered number of the company, changes to the nominated person, any new person’s name, date of birth, full name, former names, or aliases used by them, and their full address, any change to the name or address of any person mentioned above. They will also inform Ofsted of any cases or food poisoning affecting 2 or more children looked after on the premises, any serious accident or injury to, or serious illness of, or the death of any child while in our care, and any action taken.
* **Any allegation of serious harm against, or abuse of, a child by any person looking after children on the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere,) or by the registered person or any person living, working or employed on the premises, or any other abuse which is alleged to have taken place on the premises, and the action taken in respect of these allegations; any other significant event that is likely to affect the suitability to look after children of the registered person or any person caring for children on the premises.**
* **All staff are asked to sign a termly declaration stating that they are suitable to look after children. This requires that they declare any convictions, cautions or bind-overs, including those regarded as spent.** This will also include referral to or inclusion on the DBS Barred List, restricting or preventing them from working with children.

**Designated Safeguarding Lead (DSL)**

The Designated Lead Practitioners in safeguarding are Katie Sears and Clare Brown. This information is displayed in the setting so that it is clear who should be contacted should there be any concerns.

T**he role and responsibilities of the DSL include;**

* Liaising with parents in all safeguarding matters, keeping them updated of actions taken, unless to do so would put the child at risk of harm.
* Requesting support for a child via the C-SPA if there are any concerns about abuse or neglect. Any referral will be made by telephone and then followed up in writing.
* Ensuring that everyone who has contact with children at Caterpillars is suitable to do so, including Safer Recruitment practices.
* Liaising with other agencies and services, attending multi-agency child protection conferences, contributing to a Child Protection or Child in Need plan.
* Ensuring that all practitioners are aware of the setting’s Safeguarding Policy and that training is updated (either by attending training courses, reviews of updates from courses, 121 meetings, yearly appraisals to assess knowledge and understanding, or through annual e-training).
* Keeping and storing records and passing them on to the child’s next setting following agreed procedure, and recording this.
* Keeping her own knowledge of safeguarding procedure and practice up to date. Completing Safeguarding training every three years, and keeping Safer Recruitment training updated.
* Ensuring that the setting’s safeguarding policy is kept up to date.
* Recording and reporting any concerns, and recording the reasons why action was or wasn’t taken.

**Responsibilities of all the staff team (including students and volunteers)**

* All staff must follow the SSCP guidance and procedures which are consistent with ‘Working Together to Safeguard Children’. Staff are **not** responsible for investigating concerns or determining the truth of any allegation or disclosure.
* All staff have a duty to recognise concerns and maintain an open mind.
* All concerns regarding the welfare of children must be recorded and discussed with the DSL *prior* to discussion with parents.

**Staff must immediately report;**

* Any suspicion that a child is injured, marked or bruised in a way which is not readily attributable to knocks or scrapes received in play.
* Any explanation given which appears inconsistent or suspicious.
* Any behaviours which give rise to suspicions that a child may have suffered harm (eg. Worrying drawings or play).
* Any concerns that a child may be suffering from inadequate care, ill treatment or emotional maltreatment.
* Any concern that a child is presenting signs of symptoms of abuse or neglect or any significant changes in a child’s presentation, including non-attendance.
* Any hint of disclosure of abuse from any person.
* Any concern regarding person/s who may pose a risk to children eg. Living in a household with a child present.
* Concerns over parents’ mental health or serious suspicion of drug or alcohol abuse. Should a parent come to collect a child, if staff suspect they are under the influence of alcohol or drugs, the DSL will speak with the parent. If the parent is not deemed to be sober or is under the influence of drugs, we will ask for an alternative adult to collect the child with the parent. If this is not possible, we will make a call to Children’s Single Point of Access (C-Spa) for advice.
* Concerns over domestic violence.
* Any concern regarding persons who may pose a risk to children who are working in the setting, including;

- failure to follow setting policies and procedures.

- inappropriate conduct eg. Inappropriate sexual comments and behaviours.

- excessive one to one attention beyond the requirements of their usual role and responsibilities.

- taking of and/or sharing child abuse images.

Staff should be aware of NSPCC information on grooming and entrapment on [www.nspcc.org.uk/Inform/resourcesforteachers/good-practice/protecting-children-from-grooming\_wdf90566.pdf](http://www.nspcc.org.uk/Inform/resourcesforteachers/good-practice/protecting-children-from-grooming_wdf90566.pdf).

**Training, Support and Supervision**

* Whenever staff attend training, they provide a summary for colleagues of their learning. When this relates to safeguarding, the summary details are recorded.
* At termly supervision, training requirements for safeguarding are discussed, and courses booked as required, or any gaps in knowledge are addressed through the DSL or manager.
* New staff, students and volunteers have a systematic and formal induction which covers the safeguarding policy. Safeguarding training will be organised ASAP or within 3 months of start date.
* In house training takes place at staff meetings as any updates, including serious case reviews, are released. Safeguarding policy is regularly discussed and reviewed.
* Staff are encouraged to speak to the DSL or manager about any concerns at all about their key children or other children’s welfare. They are aware that they can also discuss concerns over colleagues and aware of whistle-blowing policy.
* We recognise the stress which dealing with child protection may cause, and would enable staff to receive emotional support either from within the setting or externally.

**Record Keeping and Information Sharing;**

**In order to keep children safe, Caterpillars keeps accurate up to date records on them. This includes information about previous child protection concerns and records of who may collect the child. The DSL is responsible for keeping records about any concerns, even if it is not appropriate to make an immediate referral. These records should include;**

* Statements, facts and observable things (what was seen/heard)
* Body Map Diagrams (not photographs) of any injuries indicating position, size and colour.
* Record of concerns book, where staff may capture any small scale evidence of mild concerns over welfare.
* Words the child uses (not translated into adult-speech) and non-verbal behaviours.
* Where a child makes comments to a member of staff that gives cause for concern (disclosure), or where a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect, that member of staff:

- listens to the child, offers reassurance and gives assurance that she or he will take action but that someone else will have to be informed.

- Does not show shock, horror or surprise.

- Does not express judgement regarding the alleged abuser.

- Tries to ensure that the child making a disclosure does not have to speak to another member of staff.

-Clarify the information.

-Try to keep questions to a minimum and of an open-ended nature eg. Can you tell me what happened? **NOT** did X hit you? Practitioners will use TED – Tell, Explain, Describe

-Explains sensitively what will happen next, and explain that only those who ‘need to know’ will be told.

- Makes a written record that forms an objective record of the observation or disclosure that includes:

the date and time of the observation or the disclosure, the exact words spoken by the child as far as possible, the name of the person to whom the concern was reported, with date and time, and the names of any other person present at the time.

**A referral will always be made where there are concerns about significant harm, including where the child is already Known to children’s services eg. A Looked after child, where the child is the subject of Early Help Assessment, child in need, Child protection plan or has additional needs.**These records are signed and dated and kept in the child's personal welfare file which is kept securely and confidentially.

* Records relating to child protection or EHA will be kept away from the child’s normal records. They will be kept in a locked file only accessible to the DSL and manager which will be stored in a secure, lockable cabinet.
* The information will be kept confidential and shared on a need to know basis. In a small setting such as Caterpillars, where practitioners are also part of the setting’s management, ensuring children’s safety means that it is likely that safeguarding information will be sensitively shared between the staff, but not volunteers (unless this is to ensure a child’s safety).

Safeguarding information will be passed on to the child’s next provision (school or other early years setting) in their entity in a file marked “Child Protection – Confidential,” For the attention of the DSL for Child Protection (early years) or Designated Senior Person (schools).

Records will be kept until the child’s 25th birthday. Records may be passed on to Ofsted in order to safeguard children.

Wherever possible we will work in partnership with parents and aim to share any records made. However, if it was felt that sharing these records would put the child at further risk of harm, they will not be shared. Children’s welfare will be the overriding consideration.

**Procedure followed in the case of suspected abuse or neglect;**

If abuse or neglect is suspected the DSL should be informed. Whatever the safeguarding concerns, Caterpillars staff will always work positively and non-judgementally with parents in order to support the child and their family to achieve the best outcomes. The DSL will;

* Decide firstly if the child has any urgent medical needs.
* Make enquiries to C-SPA and any other agencies involved with the family.
* Will consider child’s wishes and any fears or concerns they may have.

**Then she will decide;**

* Whether to talk to parents, unless to do so may place the child at significant harm, impede any police investigation and/or place the member of staff or others at risk.
* Whether to make a child protection referral to children’s social care because a child is suffering or is likely to suffer significant harm, and if this needs to be undertaken immediately (including when the child is already and open case to Childrens Services eg. A looked after child).

**OR**

* No Further action at this stage although concerns will remain on the child’s welfare file.
* Whether further monitoring is necessary.
* If it would be appropriate to undertake an Early Help Assessment or make a referral to other services.

**If anyone is concerned that the DSL or manager are not taking concerns sufficiently seriously, or taking appropriate action, they must contact the Local Area Designated Officer on Tel: 0300 123 1650 Select option 4.**

**They may also contact Children’s Services Childrens Single Point of Access (C-Spa) on 0300 470 9100. Ofsted direct on 0300 123 1231.If the concern is over someone working with children, they should contact the above numbers directly.**

All information and actions taken, including the reasons for any decisions made, should be fully documented.

All requests for support from children’s services via the C-SPA will be made on a Surrey request for support form.

**Making a referral to the Childrens Services (C-Spa)**

* Requests for support are made in accordance with the ‘What to do if you’re worried a child is being abused’ guidance.
* A request for support form will be used to record all information passed on.
* Any referral by telephone will be followed up in writing within 48 hours. Ofsted will be informed via telephone immediately if relevant.

**Informing parents**

* Parents are normally the first point of contact. The DSL will be responsible for this aspect.
* If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Safeguarding Children Partnership does not allow this. This will be the case where the parent is the likely abuser. In these cases the investigating officers will inform parents.

**Liaison with other agencies (see 1.3 Information sharing)**

* We work within the Local Safeguarding Children Partnership guidelines.
* We have a copy of 'What to do if you’re worried a child is being abused' for parents and staff, and all staff are familiar with what to do if they have concerns.
* We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
* We create a report and or chronology where relevant to Childrens Social Care, in order to give a holistic picture of the child and any incidents. We do this in the best interests of the child, to give a clear transparent view of the child and contact with their family.

**Caterpillars is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur, and to working with statutory agencies in accordance with the procedures that are set down in 'Working Together to Safeguard Children’.**

**Suitable People**

We ensure that anyone who has access to children on our premises is suitable to do so. We do this through;

* Consistently using **Safer Recruitment Policy. This is rigorously followed when recruiting staff members, as well as for the induction of students and volunteers.**
* **All staff, students and volunteers have DBS checks carried out on them. Arrangements are in place to supervise non DBS checked staff, and risk assessments completed to assess any risk for staff in regulated activity.**
* **Staff are contractually obliged to disclose any police action taken against them and any circumstances which could lead to consideration of disqualification.**
* We are committed to making referrals to the DBS and providing Ofsted with any relevant information indicating that any person meets the grounds for disqualification from Childcare.
* We will not employ anyone who is either on a DBS barred list or is Disqualified from Childcare.

**Allegations against staff and Whistle-blowing;**

**Definition of ‘allegation’ –** the term allegation means where it is alleged that a person who works with children has;

-behaved in a way that has harmed a child, or may have harmed a child;

-possibly committed a criminal offence against or relating to a child, or;

-behaved towards a child or children in a way that indicates that he or she may pose a risk of harm to children.

**Whistle-blowing definition**

This is the mechanism by which staff, students or volunteers can voice their concerns, made in good faith, without fear of repercussion. Staff are responsible for bringing matters of concern to the attention of the management and/or external agencies. This is particularly important where the welfare of children may be at risk.

**Procedure; Staff must**

* **Report any behaviour from colleagues which raises concerns to the Designated Safeguarding Lead.**
* **Report all allegations against staff to the Local Authority Designated Officer (LADO) on 0300 123 1650. The numbers are posted in the office also.**
* The procedures described as above under **allegations against staff** will be followed.

**Procedures set out in our policies and guidelines safeguard children and protect staff from allegations. These procedures are;**

* Ensuring that no member of staff, student or volunteer works alone with children, out of either the sight or hearing of others.
* The setting’s Behaviour Management Policy is followed by adults at all times.
* Nappy Changing will be carried out with the bathroom door open. Nappy changing is recorded in the personal care chart.
* Personal care is recorded so that we always know who has looked after a child. Anything out of the ordinary should be recorded. Personal care should be recorded in the personal care chart.
* The layout of the rooms allows for supervision. No child is left alone with staff, students or volunteers in a one-to-one situation without being visible to others. We ensure that students and volunteers are aware of this and remind them to keep themselves safe from the possibility of allegations.

There are 2 Designated Safeguarding Leads for Child Protection: Katie Sears and Clare Brown – they are responsible for dealing with allegations against any person working or volunteering at Caterpillars.

We follow SSCP ‘Guidance for Safe Working Practice in Early Years Settings’. ALL staff behaviour should be open and transparent.

**Staff are expected to report any concerns and are advised to make reference to our Complaints Procedure and Whistle-blowing Policy.**

**Child protection procedures are slightly different to those described above, if an allegation is made against a member of staff, or any person working at the setting.** Allegations against staff will be handled by the DSL.

**If the allegation is against either the registered person or the manager;**

**The Local Authority Designated Officer (LADO) must be contacted directly on Tel: 0300 123 1650 Anyone may contact Ofsted directly on 0300 123 1231.**

Should an allegation be made against a member of staff, we will apply the same principles as in the rest of the policy, and always follow SSCP procedures and the guidance set out in ‘Guidance for staff facing an allegation’. Detailed records will be kept, to include decisions, actions taken, and reasons for these. Any allegation will be investigated properly following SSCP procedure. We will also follow the guidance in the SSCP documents ‘Definitions and Thresholds for Managing Allegations Against Staff’, ‘Guidance for Staff Facing an Allegation’ and ‘Managing the Aftermath of Unfounded and Unsubstantiated Allegations’.

**All allegations will be investigated properly and in line with agreed procedures.**

Investigations into allegations against people who work with children may have up to four related strands;

* Enquiries by Children’s Social Care.
* Investigation by the Police.
* Investigation by the employer under staff disciplinary procedures (see our Disciplinary Policy and Procedures).
* Investigation by Ofsted.

**Procedure;**

* We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone working on the premises occupied by the setting, which may include an allegation of abuse.
* The person who has received an allegation or witnessed an event will immediately inform the DSL, who will record the details of the allegation. Should the allegation relate to Katie, Clare will hear the allegation and visa-versa.
* The DSL will take steps to ensure the immediate safety of children and any urgent medical attention needed.
* The DSL will contact the Local Authority Designated Officer (LADO) to seek advice on moving forward with the investigation. The setting staff will cooperate with any investigating agencies. This will inform the decision as to whether the member of staff should be suspended whilst the investigation takes place.
* **Any allegation will be reported to Ofsted within 24 hours. Failure to report allegations is a criminal offence.**
* Consideration must be made throughout to the emotional needs of children, parents and staff.
* **We will inform Ofsted of any allegation of serious harm or abuse of a child by any person, including volunteers, looking after children on the premises, (whether that allegation relates to harm or abuse committed on the premises or elsewhere,) or by the registered person, or any person working or employed on the premises, and the action taken in respect of these allegations, as soon as reasonably practical, but at the latest, within 14 days. Failure to do so without reasonable excuse is a criminal offence. We will also inform the LADO and SSCP or the police, without delay.**

We co-operate entirely with any investigation carried out by children’s social care in conjunction with the police or Ofsted.

Where the management and children’s social care agree it is appropriate in the circumstances, the member of staff will be suspended on full pay, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

Local authority guidance is available in the appendices of our policies files.

As with any child protection matter, the situation will be dealt with confidentially and information shared on a need to know basis.

***Disciplinary action***

Where a member of staff or a volunteer is dismissed from the setting because of misconduct relating to a child, we notify the DBS administrators so that the name may be included on the Protection of Children and Vulnerable Adults Barred List.

**Confidentiality**

* All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Partnership. All staff, students and volunteers are made aware of the setting’s Confidentiality Policy.

**Support to families**

* We believe in building trusting and supportive relationships with families.
* We make clear to parents, carers, students and volunteers, our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children’s social care team.
* We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
* We follow the Child Protection Plan as set by the child’s social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
* Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child and shared only if appropriate under the guidance of the Surrey Safeguarding Children Partnership.

**Additional Information;**

**Our Safer Recruitment Policy is available in the Safeguarding Policy section 1.11**

* We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have lead to dismissal for safeguarding reasons.
* We ensure that people looking after children are suitable to fulfil the requirements of their roles. We have effective systems in place to ensure that any person who is likely to have regular contact with children are suitable.
* During supervision meetings, staff are asked whether there are any changes to their personal circumstances which may affect their suitability to look after children. Staff are registered for DBS.

**Child welfare files;**

We will maintain and monitor a **Child Welfare File/Book for any child about whom other welfare concerns have been raised, for example those who are known to Childrens Social Care, children who are ‘Looked after’ or who have been part of a EHA/CAF.** This will be separate from the child’s personal file. These will be maintained by the manager, or DL if relating to safeguarding. The manager will also keep a register of all children for whom welfare files are being kept, which indicate the reason for keeping the file.

The welfare file includes;

* An indication as to whether a separate child protection file is being kept.
* Any relevant assessments including EHA, CAF, initial core assessment, psychologist, EY advisory teacher.
* Any relevant information relating to the child’s behaviour and attendance.
* Minutes or notes of any meetings/contacts with parents, including home visits, telephone calls, texts or emails. Including date/time, who the contact was with, record of discussion, outcomes and actions to be taken. Similarly notes will be taken of meetings with other professionals.
* Documents relating to any other welfare concerns eg. Key person notes, signed records of discussions.

Information in children’s welfare files must be shared with relevant staff on a ‘need to know’ basis. Parents’ rights to privacy must be respected. Information should not be shared unless the setting has permission to do so. We would always share any concerns with parents, unless to do so may place the child at risk of significant harm.

Relevant information from welfare files may be forwarded to the next setting or school. Parental consent will be sort but files can be shared without this following the information sharing guidelines.

**Staff will never be under the influence of alcohol or drugs in the setting. Any medication which might affect a staff member’s ability to care for children effectively must be declared and medical advice must be sought. They will not be allowed to work directly with the children unsupervised unless they are deemed fit to do so by a doctor**.

**1.2 Child Protection – Looked after children**

**Policy statement**

**Children who are Looked After will have a separate ‘Welfare file’.**

Early years settings are committed to providing quality provision based on equality of opportunity for all children and their families. All staff are committed to doing all they can to enable ‘looked after’ children in their care to achieve and reach their full potential.

Definition of ‘Looked after Children’ (LAC): *Children and young people become ‘looked after’ if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most LAC will be living in foster homes, but a smaller number may be in a children’s home, living with a relative or even placed back home with their natural parent(s).*

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child’s separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being.

In our setting, we place emphasis on promoting *children’s right to be strong, resilient and listened to.* Our policy and practice guidelines for Looked After children are based on the two important concepts, *attachment and resilience.* The basis of this is to promote secure attachments in children’s lives as the basis for resilience. These aspects of well-being underpin the child’s responsiveness *to* learning and are the basis in developing positive dispositions *for* learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

***Principles***

* The term ‘looked after child’ denotes a child’s current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.

**Procedures**

* The designated person for looked after children is the Designated Safeguarding Leads Clare Brown and Katie Sears.
* The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family, and ensures appropriate information is gathered and shared.
* The setting recognises the role of the local authority social care department as the child’s ‘corporate parent’ and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent’s or foster carer’s role in relation to the setting without prior discussion and agreement with the child’s social worker.
* At the start of a placement there is a meeting of professionals that will determine the objectives of the placement and draw up a care plan that incorporates and the child’s learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
* The care plan needs to consider such issues for the child as:
* the child’s emotional needs and how they are to be met;
* how any emotional issues and problems that affect behaviour are to be managed;
* the child’s sense of self, culture, language/s and identity – how this is to be supported;
* the child’s need for sociability and friendship;
* the child’s interests and abilities and possible learning journey pathway; and
* how any special needs will be supported.

In addition the care plan will also consider:

* how information will be shared with the foster carer, the child’s parents and local authority (as the ‘corporate parent’) as well as what information is shared with whom and how it will be recorded and stored;
* what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when, where and what form the contact will take will be discussed and agreed;
* what written reporting is required;
* wherever possible, and where the plan is for the child’s return home, the birth parent(s) should be involved in planning; and with the social worker’s agreement, and as part of the plan, the birth parent(s) should be involved in the setting’s activities that include parents, such as outings, fun-days etc alongside the foster carer.
* The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the ‘proximity’ stage is followed until it is visible that the child has formed a relationship with his or her key person sufficient to act as a ‘secure base’ to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
* In the first two weeks after settling-in, the child’s well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
* Further observations about communication, interests and abilities will be noted to build a holistic picture of the child in relation to the Early Years Foundation Stage. We use tracker forms each term to understand how our children are progressing.
* Concerns about the child will be noted in the child’s file and discussed with the foster carer.
* If the concerns are about the foster carer’s treatment of the child, or if abuse is suspected, these are recorded in the child’s file and reported to the child’s social care worker according to the setting’s safeguarding children procedure.
* Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
* Transition to school will be handled sensitively and the designated person and or the child’s key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child’s birth parents.

**1.3 Child Protection - Information sharing**

**“Ensuring that children and young people are kept safe and receive the best support they need when they need it is vital. Where information sharing is necessary to achieve this objective it is important that the practitioners have a clear understanding of when information can be shared. It is also for them to understand the circumstances of when sharing is inappropriate. The Data Protection Act and GDPR is not a barrier to sharing information but is in place to ensure that personal information is shared appropriately.” Richard Thomas, Information Commissioner**

**Introduction to ‘Information Sharing: Practitioners’ Guide’.**

**Policy statement**

* We recognise that parents have a right to know that information they share will be regarded as confidential as well as be informed about the circumstances, and reasons, when we are obliged to share information.
* We are obliged to share confidential information without authorisation from the person who provided it or to whom it relates if it is in the public interest. That is when:

- it is to prevent a crime from being committed, intervene where one may have been, to prevent harm to a child or adult; or

not sharing it could be worse than the outcome of having shared it.

* The decision should never be made as an individual, but with agreement with the Manager. The three critical criteria are:

Where there is *evidence* that the child is suffering, or is at risk of suffering, significant harm.

Where there *is reasonable cause to believe* that a child may be suffering or at risk of suffering significant harm.

To *prevent* significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

**Procedures**

Our procedure is based on the GDPR (2018) and *6 points for Good Practice* as set out in *Information Sharing: Practitioners’* *Guide (Department of Children, Schools and Families, 2006)*

1. Explain to families how, when and why information will be shared about them and with whom. That consent is normally obtained, unless it puts the child at risk or undermines a criminal investigation

* We ensure parents receive information about our information sharing policy when starting their child in the setting.
* We ensure parents have information about our Safeguarding Children and Child Protection policy.
* We ensure parents have information about the circumstances when information will be shared with external agencies for example with regard to any special needs the child may have or transition to school.

1. Consider the safety and welfare of the child when making a decision about sharing information – if there are concerns regarding ‘significant harm’ the child’s well being and safety is paramount.

* We record concerns and discuss these with the setting’s *designated person* for child protection matters. Record decisions made and the reasons why information will be shared and to whom.
* We follow the procedures for reporting concerns and record keeping.
* We seek advice when there are doubts about possible significant harm to a child or others.
* Managers contact children’s social care for advice where they have doubts or are unsure.

1. Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for and shared only with those who need to know and shared securely.

* Our Safeguarding Children and Child Protection procedure and record keeping procedures set out how and where information should be recorded and what information should be shared with another agency when making a referral.

1. Reasons for decisions to share information, or not, are recorded. Provision for this is set out in our record keeping policy

*Consent*

Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent overridden.

* Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
* We cover this verbally when the child starts or include this in our contract.
* Parents sign a form at registration to say they understand this.
* Copies are given to parents of the forms they sign.
* Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.

We consider the following questions:

* Is there legitimate purpose to sharing the information? Does the information enable the person to be identified?
* Is the information confidential? If the information is confidential, do you have consent to share?
* Is there a statutory duty or court order to share information?
* If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest to share information?
* If the decision is to share, are you sharing the right information in the right way? Have you recorded your decision?

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please also see our Safeguarding Children and Child Protection policy.

**1.4 Child Protection - Confidentiality and Client access to records**

**Policy statement - Definition**: **‘***Confidential information is information of some sensitivity, which is not already lawfully in the public domain or readily available from another public source, and which has been shared in a relationship where the person giving the information understood it would not be shared with others*.’ (Information Sharing: Practitioners’ Guide)

In our setting, staff and managers can be said to have a confidential relationship with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act, GDPR and the Human Rights Act.

**Confidentiality procedures**

* A Data Protection notice is given to parents during induction. This summarises their rights and how we use and process data.
* We always check whether parents regard the information they share with us to be regarded as confidential or not.
* Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has ‘confided’ in.
* Computers which store personal records are password protected. Records are kept in a lockable cupboard when the setting is closed.
* Safeguarding records are marked private and confidential and kept in a seperate locked filing cabinet.
* Staff, students and volunteers all have the importance of client confidentiality explained to them on induction. Breaches of confidentiality are considered gross misconduct and will lead to disciplinary action (see Disciplinary Policy.)
* Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
* We inform parents when we need to record confidential information beyond the general personal information we keep - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
* Caterpillars Pre-School use on-line learning journeys. These are secure and password protected. The technology we use to update learning journeys are only used by the setting. These are also password protected, with individual staff profiles, which can be fully tracked.
* We keep all sensitive records securely.
* Where parents do not/cannot access Tapestry we make these records regularly available to them through hardcopy.

**Client access to records procedures**

Parents may request access to any confidential records held on their child and family following the procedure below:

* Any request to see the child’s personal file by a parent or person with parental responsibility must be made in writing to the Manager.
* The setting commits to providing access within 14 days, although this may be extended.
* The setting’s Manager prepares the file for viewing.
* All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
* ‘Third parties’ include all family members who may be referred to in the records.
* It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
* When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
* A photocopy of the complete file is taken.
* The setting leader goes through the file and removes any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
* What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the ‘clean copy’.
* The ‘clean copy’ is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the setting leader, so that it can be explained.
* Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please see also our policy on child protection.

**Retention of records:**

* Children’s records are to be kept until the child’s 21st birthday.
* Child Protection and safeguarding records are to be kept until the child’s 25th birthday, or sent on to the next setting or school.
* RIDDOR records are to be kept 3 years after record was created.
* Staff’s personnel files to be kept 6 years after employment.
* Complaints are to be kept for 10 years after date of creation.

**1.5 Child Protection - Uncollected child**

**Policy statement**

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

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for. The procedures are set out clearly in our contract and parents sign to say that they agree to them.

**Procedures**

Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:

* Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative. Place of work, address and telephone number (if applicable).
* Mobile telephone numbers.
* Names, addresses and telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
* Who has parental responsibility for the child.
* Information about any person who does not have legal access to the child.
* On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child and agree a password.
* Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.
* We only release the children into the care of adults – we do not release the children into the care of children or young people under the age of 18. If no adult is present to collect the child, we would call the parents, emergency contacts in order to have someone to collect the child. If we are unable to reach your emergency contacts, we would make contact with emergency officers at children’s social care who would make arrangements to collect your child.
* We ask parents/carers to contact us to advise us they are running late to collect their child.
* When a carer/parent is 15 minutes late to collect their child, we will use our emergency contact list to get in touch with the parent/carer.
* We inform parents that we apply our child protection procedures as set out in our child protection policy in the event that a child is not collected by an authorised adult **15 minutes** after the setting has closed or the end of the booked session.
* We ask parents to please be prompt to collect their children - Caterpillars operates in a community building, and as such there are other groups who use the building after us.

If a child is not collected at the end of the session/day, we follow the following procedures:

* The child’s file and our diary are checked for any information about changes to the normal collection routines.
* If no information is available, parents/carers are contacted at home or at work. If all contact attempts are unsuccessful, the adults who are authorised by the parents to collect their child from the setting - and whose telephone numbers are recorded on the Registration Form - are contacted. All reasonable attempts are made to contact the parents or carers.
* The child does not leave the premises with anyone other than those named on the Registration Form or in their file, unless parental consent and a password have been set up.
* If no-one collects the child after 45 minutes from normal end of session, and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
* We contact our Local Authority Children’s Services Referral Hub (C-Spa). The child will stay at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
* Social Care will aim to find the parent or relative. If they can’t, the child will become looked after by the local authority.
* Under no circumstances do staff to go to look for the parent, nor do they take the child home with them.
* A full written report of the incident is recorded in the child’s file.
* Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
* The police may be informed if a child misses a number of sessions, please see attendance policy.

**Ofsted may be informed: Tel no. 0300 123 1231**

**1.6 Child Protection - Missing child**

**Policy statement**

Children’s safety is maintained as the highest priority at all times both on and off premises. Every attempt is made through carrying out the outings procedure and the exit/entrance procedure to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

**Procedures – *Child going missing on the premises (indoors or out)***

As soon as staff are aware a child is missing the key person/member of staff alerts the setting leader.

* The setting leader will carry out a thorough search of the building and garden.
* The register is checked to make sure no other child has also gone astray.
* Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
* If the child is not found, the parent is contacted and the missing child is reported to the police.
* The setting leader talks to the staff to find out when and where the child was last seen and records this.

***If a child going missing on an outing -***This describes what to do when staff have taken a small group on an outing, leaving the setting leader and/or other staff back in the setting. If the setting Leader has accompanied children on the outing, the procedures are adjusted accordingly.

* As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
* The setting leader contacts the police and reports the child as missing.
* The setting leader contacts the parent, who makes their way to the setting or outing venue as agreed with the setting leader. The setting is advised as the best place, as by the time the parent arrives, the child may have been returned there.
* Staff take the remaining children back to the setting.
* In an indoor venue, the staff contact the venue’s security who will handle the search and contact the police if the child is not found.

The setting leader contacts the police and may be advised by the police to stay at the venue until they arrive.

***The investigation***

* Staff aim to stay calm and do not let the other children become anxious or worried.
* The setting leader speaks with the parent(s).
* The manager will carry out a full investigation taking written statements from all the staff who were on the outing.
* The key person/staff member writes an incident report detailing:

The date and time of the report.

What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.

When the child was last seen in the group/outing.

What has taken place in the group or outing since the child went missing.

The time it is estimated that the child went missing.

* A conclusion is drawn as to how the breach of security happened.
* If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children’s Social Care may be involved if it seems likely that there is a child protection issue to address.
* The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
* In the event of disciplinary action needing to be taken, Ofsted is informed.
* The insurance provider is informed.

**Managing people**

* Missing child incidents are very worrying for all concerned. Part of managing the incident is to keep everyone as calm.

The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.

* Staff may be the understandable target of parental anger and they may be afraid. Setting leaders need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
* The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the setting leader. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the setting leader and the other should be the chairperson of the management committee or representative, or the proprietor. No matter how understandable the parent’s anger may be, aggression or threats against staff are not tolerated, and the police should be called.
* The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children’s questions honestly but also reassure them.
* In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The manager will use their discretion to decide what action to take.
* Staff must not discuss any missing child incident with the press without taking advice.

**1.7 Child Protection - Supervision of Children on Outings and Visits**

**Policy statement;** Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Caterpillars staff ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

**Procedures**

* Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.
* Parents are always asked to sign specific consent forms before major outings.
* A risk assessment is carried out before an outing takes place. If this is somewhere we have visited previously, we will use risk assessments from previous visits, provided that we are certain that no changes have been made.
* All venue risk assessments are made available for parents to see on request.
* We will always maintain our adult:child ratios as set out in the Statutory Framework.
* Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.
* Staff take a mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack and water. The amount of equipment will vary and be consistent with the venue, the number of children and length of visit.
* Staff take a list of children with them, with emergency contact numbers of parents/carers stored on the setting’s mobile phone.
* A minimum of two staff should accompany children on outings and a minimum of two should remain behind with the rest of the children, if only a group of children are taken out.

**1.8 Child Protection - Maintaining Children’s Safety and Security on Premises**

**Policy statement**

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

**Procedures**

***Children's personal safety***

* We ensure all employed staff, students and volunteers have had a DBS check made on them. A member of staff holds an up to date Safer Recruitment certificate.
* Adults do not supervise children on their own.
* All children are supervised by adults at all times (either within hearing or sight).
* Whenever children are on the premises at least two adults are present.
* We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor activities.
* Any medicines or other dangerous substances such as cleaning fluids, are stored out of reach of the children. See Health and Safety policy.

## Security

* Systems are in place for the safe arrival and departure of children. One adult is allocated to supervise safety at the door.
* The times of the children's arrivals and departures are recorded.
* The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
* When children are outside, the gate to the setting is padlocked. Anyone wanting access will have to ask a member of staff. We also have gates on either side of the garden area – this is to prevent children using the area without adult supervision.
* Our systems prevent unauthorised access to our premises. Although it is a shared building, there is no right of way for anyone from outside in to the Cromwell Centre building unless accompanied by a staff member.
* The Front Doors are locked internally and can only be opened by adults from inside. Gates are checked regularly to ensure they remain locked.
* Our systems prevent children from leaving our premises unnoticed.
* The personal possessions of staff and volunteers are securely stored during sessions, in the office and/or kitchen area.
* Children are encouraged to be aware of their own safety and tell an adult if they are worried. They take part in daily checks and become aware of the need for the gates to be closed etc.
* A sign is attached to the gate, requesting for visitors to contact Caterpillars to ask for access. They are then treated as visitors, asked to sign our visitors’ book. Visitors to the setting are never left unaccompanied and are not permitted individual access to the children.

**1.9 Child Protection - Making a Complaint**

**Policy statement**

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

**Procedures**

All settings are required to keep Complaints Records of all complaints that reach stage two or beyond. This is to be made available to parents as well as to Ofsted inspectors. All complaints, no matter how minor, are thoroughly investigated internally and used as an opportunity for us to improve practice. They are then reviewed to ensure that any changes required have been made and to ensure that we feel that complaints have been handled fairly and objectively. The investigation is led by Katie Sears, or in the case of the complaint being made against her, the investigation would be led by Clare Brown. Records of complaints are kept for three years and then destroyed.

**Making a complaint;**

**Stage 1**

* Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her concerns with their key person or setting leader, if they feel that they are able to do so. Most complaints should be resolved amicably and informally at this stage. We would assure parents that we prefer to know if there is a problem, so that it can be resolved to everyone’s satisfaction.

**Stage 2**

* If stage 1 does not have a satisfactory outcome, if the parent feels unable to discuss the concerns, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the setting leader.
* The setting stores written complaints from parents in the complaints file.
* When the investigation is complete, the setting leader will respond to the parent with an outcome. She will also write to parents to summarise the complaint, any findings, outcomes and actions taken as a result.
* All complaints will be acknowledged within 24 hours of receipt, and investigations will begin as soon as possible. Parents must be informed of the outcome of the investigation **within 28 days** of making the complaint.
* When the complaint is resolved, the summative points are logged in the complaints file. This can be made available to Ofsted upon request.

**Stage 3**

* If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the Manager, this should be done in writing. The parent should have a friend or partner present if required, and the leader should have the support of a relevant colleague.
* An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
* This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record and stored in the Complaints file, as described in Stage 2. The complainant will have 14 days to appeal, after which time the matter will be considered closed.
* If the parent is not satisfied by this conclusion, they may contact Ofsted with their complaint.

*Coronavirus addendum – given the current restrictions around corona virus, a telephone call can be organised as a stage 3 meeting, meeting minutes will be taken and sent to the parent.*

*The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Local Safeguarding Children Board*

**Parents may approach Ofsted directly at any stage of this complaints procedure.**

In addition, where there seems to be a possible breach of the setting's registration requirements, for example with regard to safeguarding, health and safety, or legal requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundation Stage are adhered to.

The number to call Ofsted with regard to a complaint is:

**Ofsted Piccadilly Gate, Store Street, Manchester. M1 2WD Helpline: 0300 123 1231**

These details are displayed on our setting's notice board.

Safeguarding -

* If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board in our local authority.
* In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the Local Safeguarding Children Board and Local Area Designated Safeguarding Officer (LADO) to ensure a proper investigation of the complaint, followed by appropriate action.
* In the case of a complaint about a member of staff with regard to Safeguarding, the procedures set out in our safeguarding policy (section 1.1) will be followed.

*Records*

* A record of complaints against our setting and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed.
* The outcome of all complaints is recorded in the Summary Complaints Record which is available for parents and Ofsted inspectors on request. This is reviewed annually by the setting’s management to ensure that any changes have been implemented and that all complaints have been handled correctly.
* Although complaints are kept confidential, any safeguarding concern over-rides confidentiality, and may have to be passed on the relevant authorities.

**1.10 E-safety Policy - Including Cameras, Mobile phones, videos, tablets, internet, and Social Networking policy**

**Policy statement**

Staff must at all times ensure that they use technology in a way that does not expose children to harm, does not bring the setting into disrepute, and that they do not behave in a manner that would lead any reasonable person to question their suitability to work with children, or to act as an appropriate role model.

Staff should always adopt high standards of personal conduct, action may be taken against individuals who use inappropriate language, post inappropriate images, or make inappropriate comments in their private life – this could compromise their position in the work setting and lead to a loss of trust and confidence. Staff are advised to consider and set appropriately their privacy settings and should consider the appropriateness of images and material posted. Once posted on line, a message, photo, or video clip can be freely copied, manipulated and circulated, and will potentially exist forever.

**Mobile phones and internet**;

Mobile phones are not permitted to be used within the setting. Staff members personal mobile phones (or any device which can take images) will be stored in the office. The only exception to this is where staff are observing and documenting children’s learning using our on-line learning journeys, where staff will use the setting’s tablet or the setting’s i-phone.

The setting’s i-phone stores the emergency contact details for the children. Both the settings i-phone and tablet is only for exclusive use by the setting and not for any other purpose. Cloud settings have not been enabled on either device.

In an emergency, staff can be contacted on Caterpillars telephone. One person will be responsible for the phone at all times.

**All staff, volunteers and students are required to sign our E-Safety Policy**

**Cameras;** Digital cameras are used in the setting as part of the assessment and planning process. However, the setting uses a device to take photographs of children during play, this is downloaded by the manager in order to create learning stories, brochures, our daily board, training materials, and our website. In order to ensure that photographs are only taken of normal play activities. Should the setting use photographs for any other purpose – eg academic work, marketing, website, local press etc – we will seek specific consent from relevant children’s parents. The setting’s tablet and i-phone is cleared of all digital images each end of term. We may keep some images for marketing purposes. These can be stored on the managers lap top, and will be deleted as soon as these are used. Children who are not the ‘lead child’ in the observation will remain anonymous and will not be named, they will be referred to as friend or other generic term.

**Parents are not allowed to take photographs on our premises and are asked not to use their phones.**

**Storage of images of children;**

Photographs are used to create learning stories or for displays within the setting and leaflets, for example. Images from the setting’s tablets will be deleted after each end of term. Caterpillars Pre-School has registered with the Information Commissioners Office, as required by the Data Protection Act (1998) and the General Data Protection Regulations (2018). The manager, Katie Sears, is the registered data controller and processor for the setting.

**Procedures**

The use of phones by employees, students and volunteers, is to be kept to emergencies only.

* Under no circumstances should personal mobile phones be used to take photographs of children, even with parents’ consent.
* Phones and cameras should not be taken into the toilet area.
* Parents are asked to sign a consent form for photographs to be taken. It is explained that their child may appear in other children’s photographs, and are sometimes used for training and our publicity materials, and parents are asked for permission for this.
* Parents are asked to give consent for images to be used on our facebook page, and for use in training and development materials in the setting. This is for the use of the children and their families only.

**Internet and Social Networking;**

The internet is used at Caterpillars on reputable websites to support children’s learning. The management also use it for emailing, keeping up to date with policies and for ordering equipment.

Staff should never seek to communicate with children/make contact or respond to contact with children, outside a clear work context. They should never give any personal details to children, and if they have personal contact with parents/carers of children, they should make their manager aware. Any communication via computer and other devices should take place within professional boundaries, and should avoid and should avoid communication which could be interpreted as ‘grooming’.

**Procedures; Internet**;

Whilst management use the internet for the reasons stated above, employees, students and volunteers should only use the internet to support children’s learning under supervision.

We never use children’s names in photographs we have published on social media.

**Social networking;**

* **All** members of staff are asked to sign this **e-safety policy** and a copy of this is kept in their personal file.
* Staff, students and volunteers **should NOT** be ‘friends’ with current parents in social network sites. Where staff and parents are already friends before a child joins the setting, additional consideration should be made in the conversations between these individuals. Any issues, questions or queries regarding or relating to nursery should be referred back to the manager. Staff are expected to act in a professional way at all times in contacts with parents.
* The setting should **never be referred to on social networking sites in any capacity whatsoever**, even indirectly. For example – I had a terrible day at work today. Staff should refrain from talking about work on social media in any capacity.
* Staff should be extremely sensitive when writing ‘statuses’ as to how parents might view the setting in the light of any comments made, for example saying that they are unwell, as this could easily be seen by parents.
* Should parents attempt to contact staff via social media – staff are asked to reply stating Caterpillars has a Social Networking Policy, and that parents are asked to discuss any matters within the setting.
* Any breeches of confidentiality or discussing the setting on social networking websites, in conversations or via text services will be taken very seriously and may lead to dismissal. And our procedures may be followed under section 1.2 ‘Allegations against members of staff’.
* Caterpillars Pre-School has their own ‘Facebook page’: the purpose of this page is for the setting to have on-line presence for marketing purposes, and to publicize events: such as open days. Staff are not permitted to post onto the page without permission from the manager. Parents are asked not to post negative comments, complaints, feedback, suggestions onto the page, or referred to in any capacity whatsoever without prior authorisation from the manager. They may send confidential messages to the Facebook page, these are answered by the owner. In the event that a parent/carer has a complaint they are to use the complaints policy as listed in ‘Complaints Policy’. With permission, we post some pictures of the children on our Facebook page for marketing purposes.
* Any inappropriate messages will be removed from the page and responded to via private message.

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**1.11 Child Protection Policy – Safer Recruitment Policy**

**Introduction;**

All organisations which employ staff or students and volunteers to work with children, must adopt a consistent and thorough process of safer recruitment in order to ensure that people who work with children are always suitable to do so. This policy has been created using guidance from the Surrey Safeguarding Children Board and Government guidance.

Safer recruitment practice includes people who may not have direct contact with children, but because of their presence and familiarity in a setting, will still be seen as safe and trustworthy.

**Procedures**

**Safer Recruitment Practice;**

Safer recruitment practice is at the forefront of our recruitment process including;

* Advertising and information for applicants.
* References
* Other checks before interview
* Selection of candidates
* Interviewing of short listed candidates
* Offer of appointment to the successful candidate
* Induction and supervision of newly appointed staff

**Advertisements and information for Applicants**

Any advert for staff will demonstrate our commitment to safeguarding and protecting children by ensuring that all recruitment advertising materials contain a policy statement to this effect. All information we give to the interested applicant will highlight the importance placed on a rigorous selection process.

The information will stress that the identity of the candidate, if successful, will need to be checked thoroughly, and that a DBS check application will be required straight away.

The **job description** will set out the extent of the relationship with, and the degree of responsibility for, children with whom they will have contact. The person specification will explain;

* The qualifications and experience needed for the role.
* The competencies and qualities that the applicant should be able to demonstrate.
* How these will be tested and assessed during the selection process.

The application will ask for;

* Full personal information, including any former names by which the person has been known in the past.
* A full history of employment, both paid and voluntary, since leaving school, including periods of further education of training. This must include – start and ends dates, explanations for leaving, and any reasons for gaps in employment.
* Details of any relevant academic and/or vocational qualifications.
* A declaration that the person has **no convictions, cautions, or bind-overs, including those regarded as spent.** This will also include referral to or inclusion on the DBS Barred List, restricting or preventing them from working with children.

**CV’s** drawn up by applicants in place of an application form are not acceptable because these will only contain the information the applicant wishes to present, and may omit relevant details.

**References;**

The application form will ask both professional and character references, one of which must be from the applicant’s current or most recent employer. Additional references may be asked for where appropriate. For example, where the applicant is not currently working with children, but has done so in the past, a reference from that employer will be asked for in addition to the current or most recent employer.

**References must be sent wherever possible to business, not a home address.** Wherever possible, references should be obtained prior to interview so that any issues of concern raised by the reference can be explored further with the referee, and taken up with the candidate during interview.

References must contain objective, verifiable information, and in order to achieve this, a reference pro-forma with questions relating to the candidate’s suitability to work with children should be provided.

**References must include;**

* Length of time the person has known the applicant and in what capacity.
* Post held with dates, salary and reason for leaving.
* Ability and suitability to work with children.
* Skills, strengths and weaknesses and how these have been demonstrated
* Any current disciplinary investigation and/or sanctions.
* Any allegations and/or disciplinary investigations relating to the safety or welfare of children, and the outcome of these (including where any sanction has expired).
* Details of any criminal convictions, cautions or bind-overs
* Sickness record
* If the referee would re-employ the applicant and, if not details of why
* Verification of the identity of the referee.

The referee must be asked to confirm whether the applicant has been the subject of any disciplinary sanctions and whether the applicant has had any allegations made against them, or concerns raised which relate to either the safety or welfare of children, or about the applicant’s behaviour towards children. Details about the outcomes of any concerns or allegations should be sought.

**Open references or testimonials will not be accepted.**

**Other Checks before Interview;**

If the applicant claims to have specific qualifications or experiences relevant to working with children, which may not be verified by a reference, the facts should be verified by making contact with the relevant body or previous employer and any discrepancy explored during the interview.

**Selection of Candidates;**

Standard procedures will be followed to ensure that the best candidates are selected fairly. All applicants must be assessed equally against the criteria contained in the person specification without exception or variation.

**Safer recruitment means that all applications must additionally be;**

* Checked to ensure that they are fully and properly completed. Incomplete applications should not be accepted and will be returned to the candidate for completion.
* Scrutinised for any anomalies or discrepancies in the information provided.
* Considered with regard to any history gaps, or repeated changes in employment, or moves to supply work, without clear and verifiable reasons.

All candidates will be instructed to bring with them documentary evidence of their identity, with a full birth certificate, passport or photo card driving licence, and additionally a documents such as a utility bill or bank statement that verifies the candidate’s name and address. Where appropriate, change of name documentation must also be brought to the interview.

Candidates must also be asked to bring original or certified copies of documents confirming any necessary or relevant educational and professional qualifications. If the successful candidate cannot produce original documents or certified copies, written confirmation of their qualifications must be obtained from the awarding body.

**Interviewing short listed Candidates;**

Questions will be set which test the candidate’s specific skills and abilities to carry out the job applied for.

The candidate’s attitude towards children in general must be tested and also their commitment to safeguarding and promoting children’s welfare. Any gaps and changes in employment history must be fully explored during the interview, as should any discrepancies arising from the information supplied by the candidate or by the referee.

All candidates must bring to the interview documentary evidence as detailed in the Asylum and Immigration Act and in line with the DBS requirements. See [www.ukimmigration.com./employer/uk\_work\_permit14.htm](http://www.ukimmigration.com./employer/uk_work_permit14.htm) and [www.gov.uk/disclosure-barring-servicecheck/documents-the-applicant-must-provide-](http://www.gov.uk/disclosure-barring-servicecheck/documents-the-applicant-must-provide-) where relevant, change of name documentation must be brought to the interview.

**Offer of Appointment**

Any offer of employment will be conditional upon all pre-employment checks being completed satisfactorily. This includes

DBS check, verification of the candidate’s medical fitness, verification of relevant professional status and any restrictions which may have been imposed.

All checks will be confirmed in writing, recorded and retained on the candidate’s personnel file, together with photocopies of documents used to identify identity and qualifications.

**DBS Checks;** There are three levels of checks, Standard, Enhanced and Enhances with Barred checks. DBS checks are available to organisations which work in employments listed in the Exceptions Order (1975) to the Rehabilitation of Offenders Act 1974, as amended by the Protection of Freedom Act 2012.

Standard DBS check – this will reveal any convictions, cautions, reprimands and warnings received.

Enhanced Disclosure – this includes the same as the standard check, plus any additional information held by police that’s reasonably considered relevant to the workforce being applied for.

Enhanced Disclosure with Barred list Check – This includes all of the information above, but also identifies whether the person is barred from working with children.

Under DBS regulations, DBS disclosures can usually only be kept for 6 months, but a record should be kept of the date the disclosure was obtained and who by, the level of disclosure and the unique reference number.

**DBS Update service;** This is a subscription service which allows the applicant to keep their DBS check up to date on line. This allows employees to check a certificate on line without having to make another application. This can be carried out provided that we have the applicant’s permission.

**Record Keeping;**

A record is kept of evidence to show that checks have been carried out in respect of staff, supply staff, volunteers and students.

Satisfactory references are kept on the candidate’s personnel file, in the case of supply staff, students and volunteers, in a central record within the organisation (Even if they have been recruited through an agency).

Where information gained from either references or other checks, calls into question the candidate’s suitability to work with children, or where the candidate has provided false information in support of the application, the facts should be reported to the Police and DBS.

**Induction of staff, students and volunteers;**

* The induction of all newly appointed staff includes a planned and structured induction. This begins with an introduction to our child protection policy and procedures. This includes the making them aware of the identity of the DSL, and the role of staff in safeguarding.
* New staff are provided with information about safe practice and given a full explanation of their own role and responsibilities and the standard of conduct and behaviour expected.
* They are also made aware of our personnel procedures relating to disciplinary issues and our whistle-blowing policy.
* They are asked to carry out Safeguarding training on line, as a minimum.

We have a four week review period, during which a new member of staff will not be allowed to carry out regulated activity unsupervised. Once all checks and a DBS check is fully completed, and the induction period satisfactorily carried out, the member of staff will be asked to have a discussion with the manager and DSL in order to discuss how regulated activity can be carried out and the arrangements to ensure that children are fully protected.

Safeguarding controls and supervision will be undertaken by the manager and DSL on a regular basis, during 121’s, and the member of staff will have at least an annual appraisal meeting so that any concerns can be discussed.

Legal framework

*Primary legislation;* Children Act (1989 s47), Protection of Children Act (1999), Data Protection Act (1998), GDPR (2018)

The Children Act (Every Child Matters) (2004), Safeguarding Vulnerable Groups Act (2006)

*Secondary legislation;* Sexual Offences Act (2003) Criminal Justice and Court Services Act (2000)

Working Together to Safeguard Children, HM Government March 2013.

What to do if you’re Worried a Child is Being Abused (HMG 2006)

Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004

**1.12 Child Protection Policy - Prevent Duty and Promoting Fundamental British Values.**

From the 1st July 2015 all schools, registered early years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism” This is duty is known as the *Prevent Duty*.

**Procedures**;

Safeguarding is at the heart of everything we do, therefore to ensure that we adhere to and achieve the requirements of Prevent Duty, we will;

* Provide appropriate training for staff as soon as possible, and ensure that they fully understand their duties. Part of this training will enable staff to identify children who may be at risk of radicalisation. This will include an understanding of Forced Marriage, Female Genital Mutilation and Honour Based Violence.
* Build children’s resilience by promoting *fundamental British values*, enabling them to develop the courage and confidence to challenge extremist views. The EYFS sets standards for learning, development and care, which are embedded within children’s PSED, Communication development and Understanding the World.
* We will assess the risk, by means of formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of the terrorist ideology. This will begin as we aim to develop respectful and open relationships with parents, using information gathered from registration forms, and our knowledge of families gained from home visits.
* We will ensure staff understand the possible risks so they can respond in an appropriate and proportionate way.
* We will be aware of the online risk of radicalisation through the use of social media and the internet.
* As with managing our safeguarding risks, our staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or may seek to hide their views). The key person approach means we already know our children well and so we will notice any changes in behaviour, demeanour or personality quickly.
* We will not carry out unnecessary intrusion into family life, but we will take action when we observe behaviour of concern. The key person approach means we already have a rapport with our families, so we are well-placed to notice any changes in behaviour, demeanour or personality quickly.
* We will work in partnership with our local LSCB for guidance and support.
* We will assist and advise families who raise concerns with us, in order to be able to signpost appropriate support mechanisms.
* We will ensure that our Designated Lead Practitioner in Safeguarding will undertake Prevent Duty awareness training (as a minimum) so that they can offer advice and support to other members of staff.
* We will ensure that any resources used in the nursery are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.
* Staff will have an on-going and open discussion about their own beliefs around British values, and what they mean to staff, children and families using the setting, ensuring that there is a balance created between celebrating and respecting difference, whilst being aware of the dangers of radicalisation.

**“Fundamental British Values”**

For further information with regards to how the EYFS can help children and staff understand British Values and The Prevent Duty, please refer to sections Personal, Social and Emotional Development (PSED) and Understanding the World (UTW)

To help understand how this is put into practice on a daily basis at Caterpillars Pre-School, a few examples are listed below:

**Democracy:** Making decisions together: PSED;

Staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other’s views and opinions, and talk about their feelings. For example, saying when they do or do not need help.

When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

Staff can support the decisions that children make, and provide activities that involve turn taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are listened to and valued.

**Rule of Law:** Understanding rules matter: PSED

* Staff can ensure that children understand their own and other’s behaviours and its consequences, and to distinguish right from wrong.
* Staff can collaborate with children to create the rules and codes of expected behaviour, for example, to agree the rules about tidying up and ensure all children understand rules apply to everyone.

**Individual Liberty:** Freedom for all: PSED & UTW

* Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. For example, allowing children to take risks on an obstacle course, mixing colours, or talking about their experiences and learning.
* Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example, in a small group discuss how they feel about the transition from nursery to school.

**Mutual Respect and Tolerance:** treat others as you want to be treated: PSED & UTW

* Managers and leaders create an ethos of inclusivity and tolerance where views, faiths, cultures and race are valued and children are engaged with the wider community.
* Children should acquire a tolerance and appreciation of and respect their own and other cultures: know about similarities and differences between themselves and other among families, faiths, communities, cultures and traditions and share practices, celebrations and experiences.
* Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other people’s opinions.
* Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value diversity of children’s experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

**What is not acceptable:**

* Actively promoting intolerance of other faiths, cultures and races.
* Failure to challenge gender stereotypes and routinely segregating boys and girls.
* Isolating children from the wider community.
* Failure to challenge behaviours (whether this is staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.
* That any child should be treated less favourably than other child, for any reason. All children and families will be treated with unconditional positive regard. See also our Inclusion policy.

**1.13 Attendance Monitoring Policy**

**Rationale;**

Consistent attendance at Pre-School is vital for children to get the most benefit from their early education, supporting routines, and importantly building relationships with their friends and the staff. Where children do not attend regularly this can make achieving their outcomes more of a challenge for them.

It is important that our records of children’s attendance are accurately kept and regularly monitored to ensure that we can identify any potential problems and look for patterns. All managers and staff are alert to signs that children and learners who are missing might be at risk of abuse or neglect, and appropriate action is taken when children and learners stop attending.

We are aware that attendance is not statutory, but that non-attendance could be an indicator of other concerns. We are particularly aware of the need to monitor groups such as children who are in receipt of two year old funding, and those for whom we receive Early Years Pupil Premium, as these groups are considered to be vulnerable learners. Parents are responsible for getting children to school on time, this is 9am. We lock our gates at 9.15.

**Procedures;**

* Children’s attendance is monitored through daily registers. All absences and reasons given for them are recorded.
* Parents are asked to inform us in person, by phone, via text or email, if their child will not be attending for any reason, or are running late as soon as possible. If we are not contacted, we will make a call or text messages to the parents and ask parents about absences on the child’s return. We would ask that parents get in touch with us at their earliest convenience, **or at least by 9.30 on the day of absence.**
* If parents have not notified us of an appointment or incident at home which has delayed them, we reserve the right not to accept the child in pre-school after 9.30. It is very disruptive for the other children when a child arrives late. Similarly if a parent wishes to collect early, we would ask that parents notify us by 9.30 of that day where reasonably possible if their child needs to leave early.
* All lateness and absences will be recorded, and frequent absences (50% attendance or less) will be investigated and further action or monitoring considered. We will always discuss our concerns with parents and endeavour to enable children to attend as regularly as possible.
* Absence is also monitored for the health and well- being of children, for example so that we are aware of outbreaks of illness which need to be investigated, or to warn parents of infections such as German measles.
* Monitoring attendance and use of government funded hours may be passed on at the local authority’s request.
* If a child is missing from nursery on several occasions or stops attending the setting with no explanation, staff are alert to the possibility of risk of abuse or neglect, and informs the DSL who will investigate and liaise with outside agencies. In situations where a child is not attending, and we are sufficiently concerned about the welfare or safety of a child or parent, we may contact the police to complete a welfare check to ensure the family are safe.

**Funded places;**

* Two, three and four year old funding is provided through the local authority. This is public money and we feel that we have a duty to ensure it is used appropriately. If a place has been reserved but is being used for less than 50% of booked session, we reserve the right to offer that place to any child who may be on our waiting list, for example, a child who has been allocated two year old funding, but cannot take up a place because sessions are full. This way we can be sure to use the funding to its best effect.
* We would discuss reasons for absence with parents before retracting the funding offer, and make every effort to work with them to encourage them to increase attendance. Funding would only be withdrawn as a last resort, and at the end of a school term.

Addendum C-19

During the pandemic, we will still record attendance, but will not invite parents to a meeting if they chose not to attend at this time. Meetings are held over the telephone or by zoom for the time being.

**Working in Partnership with Parents**

**Policy Statement:**

It is crucial to your child’s development there is an open relationship between the setting and our parents. We respect that parents are their child’s most enduring educators. We also recognise the trust that parents place on us to take very good care of their children. We aim to involve parents as much as possible in their child’s achievements. We also very much appreciate any comments or suggestions you have so that we can continue to improve Caterpillars. We offer a collaborative approach when working with parents.

**Settling in:**

We offer a flexible approach when introducing a new child to our setting. When a child is new to the setting, we would ask the parents take time to complete the ‘All about me’ form. This gives us useful information about their child’s development and current interests, and importantly if they have been left with another carer before. We will use this information to start to develop activities and free play suggestions for them. We would encourage each parent who is interested in their child taking a place at Caterpillars to come (with their child) for a visit. This gives you the opportunity to see the environment, facilities and resources and meet the staff. We also offer a home visit to each new starter. This gives us the chance to meet with parents and the child in their home environment. This particularly helps as part of the settling in procedure, as helps children to get to know us on their terms.

**-Key Person:**

Once your child has a place at Caterpillars, they will be assigned a ‘key person’. Their key person is the member of staff who knows them best, develops activities for them and supports them in their learning. Caterpillars works with the Early Years Foundation Stage (the Governments Early Years curriculum for 0-5 year olds), thus your child will be reviewed against these age and stage milestones. Children are at their best when they feel safe and secure, held in the mind by their key person. The key person works with the child to develop attachment, particularly during times of transitions. The majority of observations and assessments will be completed by your child’s key person, some may be completed by others at the Pre-School. These are shared with you by our on-line learning journey system.

All of Caterpillars staff are recruited because of their genuine enjoyment of working with children, experience and childcare qualifications.

Your child’s key person and other members of staff will complete regular observation records, which note down the children’s progress, responses etc. We may also attach photographs (with your consent) of them participating in an activity, and some examples of their work. We use a scrap book to keep some examples of their work, which parents can see at any times – but will be made available during times of review. We regularly hold open days, stay and play sessions to involve parents in our setting as much as we can.

**Tapestry** - Each child in the setting has an on line ‘learning journey’ using a company called Tapestry; any observation records are collected and stored here. Your child’s key worker will add observations against their Foundation Stage goals once a term. Parents are invited into the setting once a term to have time with their child’s key worker to talk about this. This should be informative, interesting and helpful for you to see what your little one has been doing while they are at Caterpillars. It is also an opportunity to set some goals for the next term, and to give any suggestions or feedback. Once registration is completed, log on and passwords for Tapestry will be issued to you. **Parents are expected to review their child’s tapestry account on a regular occasion.** The manager monitors parents access to Tapestry.

**-First Visit:**

We would expect the first visit to Caterpillars to be a joint visit with parent and child staying for the duration of the session, to enable your child to get to know us all. This will enable your child to feel safe and secure. This also gives parents the chance to see the setting in action, to meet our child’s key person and the other staff and to become more familiar with routines. Parents will be asked to sign the visitors book for any sessions where they stay within the setting. The first session will be around one hour. The next session, we would ask that parents come into the setting as our routine, allow your child to play then to leave. We have a flexible settling in process, this means we work at your child’s pace. Ideally, we hope over the next two weeks, the time the child will be at Caterpillars each session will be increased, so by the end of the first 2 weeks the individual child should be settled in and comfortable. We are flexible with our settling in procedure, as we recognise every child is different, therefore if perhaps a child is ready for longer sessions sooner, or they need more time to adjust we can be flexible. During settling in, we will let you know how your child is doing – we can send parents a text message or email just to say how they are getting on. This is often very reassuring for parents.

Children are welcome to bring in any comfort items. Young children like to have a familiar comforter. Over a period of time, and when they become more comfortable at Caterpillars, we will encourage them to put their comforter in their bag to keep it safe and to ensure it goes home with them! Parents are also welcome to bring in photo’s so that children can be reassured.

**What will my child need at Caterpillars?**

Each child will need a bag, a full change of clothes including socks, nappies or pants if they are toilet trained, wellies for wet weather a drink in a closed container. While we accept bottles and dummies at part of settling in, these items do not support the childrens’ wellbeing, therefore we ask you do not bring these to Pre-School, or give these to a member of staff if they are necessary. If your child is staying over lunch time period 11.30-12, they will need to bring lunch in a lunch box. **Please ensure everything is labelled or marked with your child’s full name.**

**Healthy Eating**

We encourage children and adults to eat healthy. Therefore we operate a no chocolate. An example of a healthy lunch would be sandwich/wrap, cheese, fruit, yoghurt. Please ensure everything is labelled/marked with your child’s full name. For more ideas on what to pack for lunch please see –

<http://www.nhs.uk/conditions/pregnancy-and-baby/pages/understanding-food-groups.aspx#close>

We offer snack at around 1030. Caterpillars asks parents for a donation of snack – eg fruit, cheese, breadsticks, or a monetary donation so that we can provide these things for the children. We are able to prepare food on the premises.

Caterpillars will ensure we have drinking water available, each child will be offered milk in addition to their snack.

**-Observations and Assessments**

Please be assured, that your child’s records and information are kept confidentially. We use secure locked cupboards to keep all our records, all on-line information is password protected and only shared with parents. Please see confidentiality policy for more information.

We regularly observe children – this gives us useful information on their current interests and their development. We then assess them against the Early Years Foundation Stage and produce useful information for you via Tapestry. This will help us to understand your child’s strengths and areas where they may need more support. Parents are asked to regularly contribute to this, via Tapestry, or email or by speaking to your child’s key person.

**-2 Year development check**

All of our 2 year olds are reviewed against the 2 year development check in their first term with us. Every other term a summary (summative) report is produced. We hold regular open days when producing summary reports, this gives you an opportunity to discuss the contents with your child’s key worker. This is also a good opportunity for you to tell us anything relevant that we could include in your childs report, for example if they have started to achieve another developmental milestone.

We ask parents to review our policies and procedures. These are available within the setting, or can be emailed to you. If a policy or procedure is updated, we will advise parents via email or in the next available newsletter (these are sent out termly). All of our documents are version controlled; this is so we are able to keep a track of what has been updated.

It is really important that you keep us to speed with anything that may affect your child, no matter how big or small. It may be a change of circumstances such as moving house, new pet or a special occasion, visit to zoo, family birthday etc. Speak to your childs key person, or any member of staff, or email caterpillars.walton@outlook.com or text us on 07749454552.

If there is something you would like for your child to celebrate or to work on then please let us know and we will do everything I can to accommodate your request.

We fully recognise family life is often very busy – therefore: If you have an urgent matter, and you are not able to stay to talk to a member of staff – you may contact us by email, or telephone or text using the contact details above.

We at Caterpillars very much want for you and your child to be happy and satisfied with the level of care they receive, and that they are progressing well. It is our aim that you feel you can recommend us to a good friend, as this the high accolade we can expect.

**Parent – Pre-School- Child - The triangle of respect and trust**

Parents are their child’s long term teachers and role models. Indeed children absorb the body language and messages around them used by adults. We expect all adults who come into the setting to speak, act and behave in an appropriate and sensible way when being around children. It is not acceptable to use bad language or swearing around children, this is offensive to staff, other adults and importantly is wholly inappropriate for the children to overhear language from adults they see as role models. We expect parents to be respectful of the environment, and take personal and private conversations away from the Pre-School and out of over-shot. Should bad language, inappropriate conversations be reported - the manager will speak to the parent/carer/adult involved regarding the incident. This could prompt further investigation or support plans being put into place. Incidents of this type are taken seriously and a note will be kept regarding the matter.

Staff are expected to behave in a professional and appropriate way. Should staff use inappropriate language, we will adopt our disciplinary policy. This will also be taken seriously.

We adopt these policies with respect amongst the team of parents, practitioners and the children, as the over-riding theme.

**Smoking**

Smoking is not permitted in the building. We would respectfully ask that parents do not smoke near the Pre-School, and extinguish any cigarettes, cigars, vapes etc before they arrive at the iron gates around the Pre-School. There is significant evidence to suggest children that see smoking are more likely to start smoking. There is also evidence to state that second hand fumes are damaging, especially to young children. Cigarettes that are disposed of on the floor are also a danger to children (who may try to pick them up!). Please be considerate to other users of the building and the environment.

We would encourage parents to adopt a healthy lifestyle, as this is in their best interests and in the best interests of the children. If you would like to consider stopping smoking – you can speak with your GP, or see more support via NHS Live Well http://www.nhs.uk/Livewell/smoking/Pages/Betterlives.aspx

**Emergency and Evacuation Policy**

**Policy Statement:**

At Caterpillars pre-school we ensure our premises present no risk of fire by ensuring the highest possible standards of fire precaution. The persons in charge and staff are familiar with the legal requirements. We ensure the safe evacuation of all children and staff in the setting should any event occur where safety is an issue – i.e. fire, flood, gas leak etc.

* The basis of fire safety is risk assessment. These are carried regularly out by a competent person.
* The staff have received training in health and safety, which includes some fire safety training.
* As we are in rented premises, we ensure that we have a copy of the fire safety risk assessment that applies to the building. This is kept in the kitchen.
* Fire exits are clearly marked, never obstructed and easily opened from the inside.
* We hold a termly ‘fire drill’ to practise safe evacuation of the property. This is to ensure that the children understand where they need to go should there be an evacuation of the premises. This will help them feel safe and should there be the unlikely event of an unplanned evacuation they will feel more secure in what they are doing and why.
* We will monitor and review fire drills, making improvements where necessary to ensure efficient and safe evacuation of the building.
* We have 2 fire exits in the building: the main fire exit is located at the doors to the outdoor area, in the main room. We also have a fire exit at the front of the building, in the welcome area. Fire exits are clearly marked, never obstructed and easily opened from the inside.
* We have a fire blanket, smoke alarms and firefighting appliances that confirm to BSEN standards and are fitted in high risk areas.
* We have allocated a member of staff to act as Fire Marshall, this is our Health and Safety Officer Katie Sears, they will lead regular planned evacuation of the premises. They will be responsible for collecting the evacuation bag, telephone and the register when we evacuate.
* Our meeting point is located at the playground, next to Caterpillars.
* Our emergency evacuation procedures are, explained to new staff members and volunteers.

**Emergency evacuation procedure:**

* The member of staff who has located the fire should sound the evacuation alarm immediately.
* All members of staff collect all the children calmly and quickly. The Fire Marshall will collect the keys to the building, the register, evacuation bag - if it is safe to do so. The Fire Marshall will check the building, including office and toilet areas.
* The manager will have the setting’s mobile phone to call the emergency services; once the children and staff are at the meeting point.
* We will use the closest and safest exit and move to our meeting point. This is presumed to be the door from the main room into the board walk area; as this is the closest the safest way to evacuate and to get to our meeting point.
* Staff or children must not collect any personal belongings, and must exit as soon as possible.
* Once at the meeting point; we will then contact parents via group text message and email to collect the children. If we do not hear back from parents/carers within 20 minutes we will then contact the emergency contact that you have provided.
* If children are in the outdoor area, we will evacuate children directly from the front gate to the meeting point.
* We will not enter the building until the emergency services have advised us it is safe to do so.
* In situations where we believe the fire alarm has been raised in error, we will still evacuate the building as per above procedure. The fire marshal will check the building initially. Once the building is declared safe, she will disengage the alarm, notify paragon and complete the building’s incident book. A note on the procedures is available in the Cromwell Centre user guide book, in the kitchen. A further copy of this is in the office.
* During explorers sessions, we will evacuate through the main gate and then walk to the playground entrance.

**Emergency Closure Procedure:**

**Extreme weather:**

We aim to ensure the safety of the children and staff. Therefore, in the event of extreme weather; where travelling may be hazardous for example snow, ice, flooding, strong winds we may have to close Caterpillars for the day. In the event of this happening, we will update our Facebook page, send out a group email and text message by 8am that day.

**Damage or other difficulties in the building**

Should the Cromwell Centre have any structural damage, problems with the heating, flooding, vandalism or other extreme scenarios where we do not feel we would be able to keep children safe in respect of statutory welfare requirements we will have to close. In the event of this happening, we will update our Facebook page, send out a group email and text message by 8am that day or when is reasonably practical to do so.

**Emergency Lockdown Procedures Policy**

Caterpillars Pre-school recognises the potentially serious risks to children, staff and

visitors in emergency or harmful situations. A lockdown may take place where there is a

perceived risk of threat to the pre-school, its staff, children, visitors or property.

A lockdown will be initiated by a member of staff alerting the manager or deputy who will use the phrase “lets go and feed the rabbit” to gather all of the children together and take them inside the building as quickly as possible.

The Manager or Deputy will immediately call 999 (or 101, Thames valley police).

**Lockdown procedures**

Staff will move the children out of sight to the large bathroom at the back of the building as there are no external windows and close the door taking the pre-school mobile phone and register, (and visitors book if needed)

Deputy Manager will complete a head count of children and staff (and any visitors) whilst the Manager quickly checks the premises for any other children.

Staff will secure all windows and doors and close the curtains in the main room and back room.

Everyone will remain out of sight until further instructions are received from the emergency services.

The staff will attempt to keep the children as quiet and calm as possible until the dangerous situation is over, without causing unnecessary distress or alarm.

**Once the danger has passed**

When we are completely sure that the danger is over, we will leave our safe place and

continue our activities as far as possible.

The manager will phone the parents/carers, to inform them of the incident, they will also receive this in writing via an email. Records will be made of the event and actions taken will be recorded in our incident book.

Ofsted and Early years will be informed within 24 hours of the incident occurring

Staff will practice the lockdown policy once per term and parents will be informed that a practice has taken place incase the children discuss the event at home.

**Accidents and Incidents Policy:**

**Policy Statement:**

Our aim is to ensure the safety of all children in our care. We regularly undertake risk assessments on the premises to ensure safety, and that the children are as free from risk as is possible. That being said accidents may happen so it’s good for you to know what will happen in that eventually. Parents are asked to complete consent to first aid and emergency treatment. In line with statutory requirements, all of our members of staff have paediatric first aid training.

**Procedure:**

* We record all accidents, incidents and injuries in the Incident/accident book.
* If your child has a minor injury or illness, they will be assessed by a first aider. We will complete an incident form/accident form. If necessary we will call you to collect.
* At collection time, your child’s key worker will advise the parent/carer of the injury. The carer/parent is then asked to sign the book.
* For a minor injury that occurs (e.g. bumps, knocks, scratches) we will – with your permission give first aid- water, plasters.
* If any medication has been administered, we will advise you and ask you to sign a form to confirm you are aware we have given medications. Please see section ‘medications’.
* We have a first aid box stored in the kitchen, easily accessible to staff.
* We follow the guidelines of the Reporting Injuries, diseases and dangerous occurrences (RIDDOR) for the reporting of accidents and incidents. Please also see our policy on Health and Safety.

**Major Accidents:**

* We will always have a paediatric first aid trained member of staff at Caterpillars. If a child has a major accident, our first aider will assess your child, to consider if it is safe for them to be collected by a parent. If the injury is considered to be serious and require an ambulance, we will call the ambulance from Caterpillars. The manager or deputy manager will accompany your child to hospital. Our staff are not permitted or insured to travel in their own vehicles to hospital.
* The relevant member of staff will take all paperwork required.
* Once we have arrived at hospital or our first opportunity we will contact you to advise you.
* We will also complete an accident record for you to sign.
* The member of staff will wait for you to arrive at hospital, then brief you on what has happened.
* We will update our accident book with this information.
* Serious accidents will be reported to Ofsted and Surrey County Council child protection designated office (LADO). Please also see our policy on Health and Safety.

**Illness and Injury Policy**

**Policy Statement:**

It is not Caterpillars policy to care for children who are poorly. We ask parents if they suspect their child is poorly, please do not send them to pre-school. The best place for an unwell young child is at home. Children easily pass bugs to each other, and to staff.

If your child is ill or injured and unable to attend Caterpillars - please contact us by telephone call or text message within an hour of your child’s start time. We would suggest if your child is unable to complete the normal routines of a typical day at nursery not to send them in.

**Procedure:**

**-General Hygiene**

We insist on a good level of hygiene with the children at Caterpillars. We ask for hands to be washed before meals, snacks and after being outside. Please ensure the children’s nails are cut regularly and if the children have long hair this is tied back.

We ensure the environment where the children will be is clean and tidy. Our areas of play, toilet facilities, outdoor areas are cleaned and wiped down daily, at the beginning and end of each day, and when appropriate, to ensure this is free for possible infections/bugs. The centre is deep cleaned once a week. The staff also have access to cleaning products should this be necessary.

* We promote hand washing to ensure infection is not passed between children. We encourage the children to count to ten and ABC… the principle is counting to ten enables a thorough hand washing routine - this is in line with current advice on hand washing.
* Children dry their hands using disposable paper towels.
* We have tissues visible and handy for the children –we encourage them to wipe their noses with tissues and dispose of them in the bin.
* Staff follow strict hygiene routines when preparing food, storing food etc.
* The main area/s for the children is packed away after each day.

**-Caterpillars procedure if your child becomes ill**

* Caterpillars will ask you to collect your child if they have a raised temperature, or if the child is not able to cope with the normal routines of the day, there are spots or rashes that are unexplained. We may offer suggestions that they rest at home/see their GP. We use electronic forehead/ear thermometers to monitor children’s temperatures.
* We will also contact you if your child is unable to participate in the routines of the day, for example has not eaten or drunk.
* If your child has vomited we will ask you to collect them immediately.
* Teething can bring incidence of loose stools – however if your child has had two incidence of loose stools in a rolling 24 hour period, we will contact you to collect them.
* If a ‘live’ headlice is seen, we will notify parents immediately and ask treatment is administered before the child returns.

In order to clarify the situation regarding your child’s attendance at the nursery during and following an infectious illness, please find below a list of the recommended minimum periods of exclusion by the Health Protection Agency. **Staff will only administer antibiotics and medication prescribed by the G.P**. Any child given antibiotics must spend the first 24 – 48 hours at home. Calpol, Nurofen or any other analgesic given to a child prior to coming to nursery will not be admitted.

**Disease / Illness Minimum Exclusion Period**

Temperature A normal temperature for 24 hours

Vomiting A clear 48 hours from last bout

Conjunctivitis 24 hrs exclusions -Prescribed treatment must be given

Diarrhoea A clear 48 hours from last bout

Chicken Pox 5 days from appearance of rash/until all blisters have crusted over

Salmonellosis & Dysentery A clear 24 hours following symptoms

Infective Hepatitis 7 days from onset of jaundice

Measles 4 days from appearance of rash

Meningococcal infection Until recovered from the illness

Mumps Until swelling has subsided and in case less than 5 days from onset of illness

Pertussis(whooping cough) 21 days from onset of paroxysmal cough

Poliomyeliyis Until declared free from infection

Rubella 5 days from appearance of rash

Scarlet Fever and Streptococcal 48 hours from commencing antibiotics

Infection of the throat 24 hours from antibiotics given

Tuberculosis Until declared free from infection by Health visitor

Typhoid Fever Until declared free from infection by Health visitor

Impetigo Until skin is healed and 48 hours after starting antibiotics

Lice No exclusion. Should be treated

Plantar Warts No exclusion. Should be treated and covered

Ringworm of scalp Until Cured

Ringworm of body Seldom necessary to excluded if treatment is being given

Scabies Need not be excluded if treatment has been

Given

COVID- 19 Self isolation in line with government guidance

*The nursery reserves the right to exclude a child for a longer period of time should it be necessary, or should the nursery have an outbreak of a particular disease or illness.*

**Children that have been sent home**

If a child is taken ill during their time with us; we will notify the first emergency contact parents have provided to organise collection of the child at the time. If you are going to be out for a few hours we would ask that you make your emergency contact aware of this, incase we need to get in touch with you. We will leave a message wherever is possible, either voicemail or text message. In the event the child needs to be collected urgently, If the first emergency contact is not contactable or we have not heard back within 15 minutes we will make contact with the other emergency contact/s listed.

We would ask parents be mindful and respectful of returning their children to school after an illness or being sent home, even if the child is asking to return. Young children are known as super spreaders of infectious diseases, as they easily pass bugs to other children and adults. When the staff members are poorly and have to be at home, this is counter-productive to the nursery as we will have less staff and this has a knock-on effect to the children. This is also unfair on other parents and children who are then ill as a result.

**-Infectious Diseases:**

* We would ask if you child develops any infectious disease that they are kept home until this has passed, at least 48 hours and once they are feeling better (or relevant exclusion period). This is to ensure the safety of the children and staff at Caterpillars.
* We will utilise information on NHS, Health Protection Agency and Public Health websites to help the setting to better understand the nature of your child’s illness to support them further and to understand any exclusion periods etc.
* There is a list of notifiable infectious diseases which we must advise Ofsted and the Local Health Protection Office. These can be viewed at [www.hpa.co.uk](http://www.hpa.co.uk).
* Our staff always wear appropriate protective clothing such as gloves when changing nappies, or dealing with ‘spilled’ body fluids.
* Where there are 2 or more children who present with the same symptoms, we will make contact with the Local Health Protection Agency on 0344 225 3861 to notify them, and to ask for any further advise to prevent the spread, advise for parents etc.

**-Serious Sudden Illness:**

* All staff have paediatric first aid training at Caterpillars. If a child becomes ill, a first aider will assess your child, to consider if it is safe for them to be collected by a parent. We will contact the emergency contacts on the child’s registration form, as per the procedures above.
* If the illness is considered to be serious and require an ambulance, we will call the ambulance from Caterpillars. The manager or deputy manager will accompany your child to hospital. Our staff are not permitted or insured to travel in their own vehicles to hospital.
* Temperatures exceeding 38 degrees are considered serious, we will routinely give child’s paracetamol and may call an ambulance if this doesn’t not decrease quickly, and if we have not been able to contact you to organise for you to collect the child and seek urgent medical care. We will take temperatures every 15 minutes where the temperature is very high.
* The manager or deputy manager will attend with the child in the ambulance, and will take all paperwork required.
* Once we have arrived at hospital or our first opportunity, we will contact you to advise you.
* We will also complete an incident record for you to sign.

**-Reporting to Ofsted**

* Food poisoning which affects 2 or more children will be reported to Ofsted.
* Any child who is diagnosed with having meningitis will be reported to Ofsted
* Any outbreak on our premises of any notifiable disease identified as such as in the Public health (control of diseases) Act 1984, will also be reported to Ofsted. These can be viewed at [www.hpa.co.uk](http://www.hpa.co.uk).
* Reporting to Ofsted will be done as soon as is possible, but must be within 14 days of the event.

**-Managing Allergies:**

At all times the administration of medication must be compliant with the Welfare requirements of the Early Years Foundation Stage. When parents start their children at Caterpillars, they are asked if their child suffers from any known allergies. This is recorded on the registration form. If the child has an allergy, an allergen review form is completed to detail the following:

* The allergen (ie substance, material or living creature the child is allergic to such as nuts, eggs, cats, bee stings etc)
* The nature of the allergic reactions eg swellings, redness, breathing problems, anaphylaxis.
* What to do in the case of allergic reactions, any medication used and how it is to be used (eg. Inhaler, epipen). Caterpillars require 2 epipens on site at all times to ensure the safety of the child should a reaction occur. We will not be able to allow a child to start in the nursery without this medication on site and in date. Caterpillars require a blue reliever inhaler for children with asthma or other conditions requiring this medication.
* Control measures – such as how the child can be prevented from contact with the allergen.
* Review timescales.
* Staff are briefed on children with specific allergies, as well as allergy reminder displayed in an appropriate place where staff can see it.
* Staff training will be given in how to administer oral, topical medication in event of an allergic reaction, or if necessary individual training will be provided for the relevant member of staff by a health professional.
* No nuts or nut products are used within the setting, parents are asked not to bring products containing nuts. Products that may include nuts due to cross contamination during production processes etc – such as flour, bread, biscuits may be used in the setting.
* **Broken bones / sprains / strains /injuries**

It is the parent/carers responsibility to notify the setting as soon as possible if their child has sustained an injury or broken bone. We will ask parents and carers to complete a questionnaire which will include details of the incident which led to the broken bone/ injury.

In addition to the questionnaire we will require confirmation in writing from the doctor or

consultant who treated the child or the family GP, stating that the child is fit enough to return to a

group care, nursery environment, it must clearly describe any ongoing physical limitations.

On receipt of the completed questionnaire and doctor’s letter a risk assessment will be carried out

by the nursery to ensure the safety of the child. A doctors letter is required by our insurance company to fulfil the terms of the insurance.

**-Medication:**

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.

* In many cases, it is possible for the children’s GP to prescribe medication that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where is would be detrimental to the childs health if not given in the setting.
* Children that have been given calpol or any other pain killing medication prior to their attendance are asked to remain at home. Young children who deemed poorly enough to require this medicine are not well enough to participate in the routines of the day. Their wellbeing is best managed in the home.
* If a child has not had the medication before, it is advised that the parent keeps the child at home for the first 48 hours to ensure no adverse effects, as well as to give time for the medication to take effect.
* Children who have had their immunisations are asked to remain at home for 24 hours following the injection. This is in line with our medication policy. This is to ensure that any side effects are managed and treated at home.
* We ask that children who are given anti-biotics remain at home for at least 24 hours following the first dose. This gives children the opportunity to rest, give the medicine time to work, and to give the children opportunity to get better.

**Administering medication:**

* Children taking prescribed medication must be well enough to attend the setting
* Please inform a member of staff if your child has had any medication in the last 24 hours, we ask this to ensure we are aware of any side effects.
* Only prescribed medication is administered, it must be in-date and prescribed for the current condition. On occasion, un-prescribed pain relief may be given to children following advice from parent, and after parents complete a medication form.
* Children’s prescribed medications are stored in original containers, are clearly labelled and are inaccessible to the children.
* Parents must give prior written permission for the administration of medicine. The staff member receiving the medication must ask the parent to sign a consent form (medication form) which will state the following information: full name of child, date of birth, name of medication and strength, who prescribed it (should be by a GP or medical doctor), how medication should be given, manufacturers instructions should be clearly written on the medication where appropriate, dosage to be given in the setting, time to be given, how the medicine should be stored and expiry date, any side effects, consent dated signature and printed name of parent. **No medication may be given without these details being provided.**
* No child may self administer. Where children are capable of understanding when they need medication, for example asthma, they should be encouraged to tell their key person what they need.
* Administration is recorded accurately each time it is given and is signed by staff. Parents are then asked to sign the medication form to acknowledge the administration of a medicine.
* If a child requires regular medications for symptoms, for example a asthma inhaler we would ask for some treatment to be kept at nursery so that we are able to administer this medication quickly and when the child’s needs this.

**Storage of medicines:**

* Medications are names, with a label from appropriate chemist and stored in the office away from access by the children (refrigerated if necessary, in the kitchen). The exceptions are inhalers or life saving medications which can be stored with the first aid box for timely access.
* Staff are responsible for ensuring medicine is handed back at the end of the session to the parent.
* We keep any medications parents wish us to keep onsite is in the office, in a box labelled medications. This is locked away in the office.
* For life saving medications and invasive treatments such as adrenaline injections (epipens) the setting must have – a letter from the child’s GP/consultant stating the child’s condition and what medication if any to be administered. Written consent from the parent/guardian. We may need to share communication with our insurers.

**-Managing medicines on trips and outings:**

* If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is informed of the child’s condition.
* Medication for the child is taken in a sealed plastic box labelled with the childs name, with the medication form.

**-First Aid:**

At Caterpillars, staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. All permanent members of staff are Paediatric First Aid trained. At least one member of staff with current paediatric (infants and young children) first aid training is on the premises or on an outing at any one time. Our first aid kit complies with Health and Safety (First Aid) regulations and contains the following items:

* Triangular bandages
* Sterile dressings
* Various Plasters (individually wrapped)
* Eye pads
* Safety pins
* Disposable gloves
* Disposable apron
* Children’s digital thermometer
* Our first aid box is easily accessible to adults and is kept out of reach of children.
* Permission is routinely gained from parents when the child first starts at nursery so that staff can give first aid and paracetamol if needed. Prescribed medication is only given to children with a medication form being signed.
* We would obviously aim to notify parents before any child’s paracetamol is given. The only exception to this may be if a child was running a high temperature and we were unable to contact parent to collect. We would notify the parent on collection.
* At time of admission to the setting, parents written permission for first aid emergency medical advice or treatment at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and on their way to hospital.
* Our first aid kit is checked each term to ensure the items are still in date, and replenished if necessary.

**Prioritisation of children on register when significant staff absence**

We would always aim to cover the register as best as we can to ensure no disruption to the children and their families. In the rare eventuality we have a number of staff absent, and we are unable to call more cover in; we may choose to prioritise the children as follows:

* *Children with a named social worker/family support worker*
* *Children with SEN, EHCP, Identified additional needs on Surrey Support Plans*
* *FEET children*
* *EYPP children*
* *Children with 30 hours childcare*
* *All other 2 year olds*
* *All other 3 and 4 year olds*

**Behaviour Management Policy**:

**Policy Statement:**

Caterpillars aim is to encourage positive play and positive behaviour with the children. We support children to develop resilience, self-esteem and communication skills to eventually enable them to begin to recognise and manage their own behaviour. We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Children need to learn to consider the views, feelings needs and rights of others; that their actions has on people, places and objects. This is a developmental target that requires support, encouragement, teaching and importantly, setting the right example. Staff at Caterpillars Pe-school play a crucial role in modelling appropriate behaviour.

* Staff model appropriate behaviour communicating with the children: considering their tone of voice, language and actions. We expect all members of our setting – children, parents, staff, volunteers and students to keep to our guidelines for behaviour.

**Strategies with children who engage in inconsiderate behaviour:**

* We expect staff, volunteers and students to use positive strategies for dealing with inconsiderate behaviour, by helping children to find solutions in ways in which are appropriate to their ages and stages. A solution may be for example acknowledgement of feelings, an explanation as to what is not acceptable. We will support children to gain control over their feelings so that they may learn a more appropriate response.
* We will ensure that there are enough toys and resources available, so that children are occupied without the need for conflict over sharing or waiting for a turn.
* We believe praise and recognition to be more effective in encouraging positive behaviour, for example kindness to others, willingness to share.
* We will support each child in developing good self-esteem, independence, confidence and feelings of competence.
* If after behaviour management strategies have been tried, children are given time for reflection from the situation generating inconsiderate behaviour, with appropriate adult supervision. This situation would trigger a conversation with parents/carers.
* We fully adhere to all legislation and frameworks around behaviour management.
* We never use physical punishment; children are never threatened with this.
* We use physical intervention when children’s behaviour is considered to be a danger to themselves, other children, staff or property, or where appropriate at separation times, such as drop off time. Details of such an event are brought to the attention of the manager and a record will be taken. Parents are informed of this incident and are asked to sign the record. We will try to move other children away wherever is possible to avoid having to restrain a child.
* In cases of more serious incidents, such as racial or other abuse, we explain the unacceptability of the behaviour and attitude. This incident will also trigger a conversation with the parent.
* We do not shout or raise our voices in a threatening way to respond to children’s inconsiderate behaviour.
* When children under three years old behave in inconsiderate ways, we recognise that our strategies for dealing with them must be developmentally appropriate.
* We recognise that babies and young children are unable to regulate their emotions, such as fear, anger or distress and require sensitive adults to help them.
* Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting, Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
* If tantrums, biting, fighting are frequent, we will try to understand the underlying cause – such as change or upheaval at home. We may use a behaviour diary to record when your child’s behaviour to help us understand any triggers and therefore how we can help manage. This will be shared with parents as part of our assessment and observation process.
* We focus on ensuring a child’s attachment figure in the setting – their key worker, is building a strong relationship to provide security to the child.

**Rough and tumble play and fantasy aggression:**

Young children often engage in play that has aggressive themes –such as weapon play, some children appeared pre-occupied with these themes.

* We recognise that rough and tumble play are normal for young children and acceptable within limits. We regard these types of play as pro-social, not aggressive or problematic.
* We will develop strategies to contain play that are agreed with the children. Children therefore will understand that there are acceptable behaviour boundaries to ensure children are not hurt.
* Caterpillars staff will try to tune into the fantasy play, trying to help the children to explore the concepts of right and wrong. We will try to suggest alternative strategies for heroes and heroines, to encourage empathy and lateral thinking.

**Hurtful behaviour:**

We take hurtful behaviour seriously. Most children under the age of five might at some stage hurt or say something hurtful to another child, especially if emotions are high. It is not helpful to label this behaviour as ‘bullying’. For children under five, hurtful behaviour is momentary, spontaneous and often without understanding of the feelings of the person they have hurt.

* We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manager intense feelings that sometimes overwhelms them.
* We will help children to manage these feelings as they have neither the biological means nor the cognitive means to do it for themselves.
* We will help the process by offering support to the one who has been hurt by the behaviour as well as calming the child who is angry.
* We recognise that young children require support in understanding the range of feelings they experience. We help children to recognise their feelings by labelling them, helping them to express them, for example ‘Ben took your car didn’t he, did it make you feel angry?’
* We help young children to learn to empathise with others, understanding that others have feelings too and that their actions impact others: ‘when you hit Ben he didn’t like it, and it made him cry’.
* When hurtful behaviour becomes problematic, we will work with parents to identify a cause and find a solution together.

**Bullying:**

We take bullying very seriously. Bullying involves persistent physical abuse or verbal abuse on another child or children. It is characterised by intent to hurt, is often planned and accompanied by an awareness of the impact of the bullying behaviour. A child who is bullying has reached a stage where they understand their actions may hurt others, and are able to plan to carry out premeditated intent to cause distress to others.

**If a child bullies another child or children:**

* We will intervene to stop the child who is bullying from harming another child.
* We will give reassurance to the child or children who have been bullied. We will listen to these children’s concerns and act upon on them.
* We explain to the child doing the bullying why this behaviour is not acceptable. We will help this child to recognise the impact of their actions. We will work with this child to give opportunities for positive behaviour and recognise considerate behaviour.
* We do not label children ‘bully’ or ‘bullies’.
* We will discuss what has happened with parents of the child who has been bullied, explaining that the child who has been a bully is being supported to adopt more acceptable ways of behaving.

**Inclusion Policy:**

Caterpillars Pre-school will ensure that our setting is fully inclusive in meeting the needs of all the children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families, while others may be more removed from close kin or may live with relatives or foster carers. Some children have needs that arise from disability or impairment or may have parents affected by disability or impairment.

Some children come from families who experience social exclusion or severe hardship. Some children may have to face discrimination and prejudice because of their ethnicity, the language they speak, their religion or beliefs, their gender or their impairment. We understand these factors affect well-being and can impact on their learning, attainment and behaviour.

Caterpillars Pre-school are committed to anti-discriminatory practise to promote, include and value diversity. We aim to:

* Acknowledge and value equally each child’s individual stage, special needs, culture, religion, language, family group and racial background.
* Every child that comes to Caterpillars are given a warm welcome and treated equally with respect.
* We provide a secure and accessible environment in which all our children are considered and valued.
* We encourage the children to learn about their own cultures and other cultures. Children are welcome to wear head scarves, waist bands, wrist bands as part of custom, faith or culture. We do recommend these items are regularly checked to ensure the children have room to move freely and grow (see our health and safety policy).
* Provide positive, non-stereo typical information about gender roles, family structures, diverse ethnic and cultural groups and disabled people.
* We will improve our knowledge and understanding of issues of anti-discriminatory practise; promoting diversity and equality.
* We will celebrate any relevant festivals or holidays and encourage the children to be involved. Please let us know of any significant events, any suggestions of any way we can incorporate that into our setting.
* We challenge and eliminate discrimination. We take action against discriminatory behaviour by staff or parents. Displaying or openly discriminatory and offensive materials, name calling or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.
* We make inclusion a thread that runs through all of the activities of the setting.
* We foster good relationships between all communities.

**Admissions**:

* Caterpillars Pre-school is open to all members of the community.
* We advertise our service widely.
* We reflect the diversity of our society in publicity and promotional materials.
* We provide information in clear, concise language.
* We ensure parents are made aware of our equal opportunities policy.
* We do not discriminate against a child or prevent entry to our setting on the basis of disability, race, gender reassignment, religion or belief, sex, sexual orientation, age, pregnancy and maternity, marriage and civil partnership.
* We do not discriminate against a child with a disability, or refuse entry to a child for any reason relating to disability.

**Special Education Needs and Disabilities:**

* Caterpillars has due regard for the Equality Act 2010, Department for Education Special Educational Needs Code of Practise and will make reasonable adjustments to our premises to make sure they are accessible to all.
* We support parents and children with Special Educational Needs (SEN).
* We identify the specific needs of children with special educational needs and meet those through a range of SEN strategies.
* We provide quality and consistency in our setting, ensuring every child makes good progress and no child is left behind.
* We have a named Special Educational Needs Co-ordinator (SENCo), who attends specific training with regard to supporting children with Special Educational Needs. They provide insight and support to the setting. They will have an overview of the children in the setting who have identified needs and make sure that these needs are being met.
* We develop an action plan, in partnership with parents, to ensure that people with impairments can successfully engage in the services offered by the setting and the curriculum. We will discuss with parents/carers about children’s routines, likes and dislikes and any professionals involved. This helps Caterpillars to build up a detailed picture to ensure the best possible practise for the child.
* Caterpillars will work collaboratively with families, other agencies and professionals involved in a child’s care.
* We will monitor each child’s progress, and share progress and concerns with parents.
* Caterpillars ensures that there are suitable resources.
* We will monitor and review our policy, practise and provision regularly, making reasonable adjustments
* We provide resources – human and financial to implement our SEND policy.
* We ensure parents are informed of the assessment, planning and provision of their child’s education. We will provide parents with support and independent advice.

**Our Local Offer**

The Local Offer provides families and young people with a way to connect with the organisation, providing important information regarding services that are suitable for them, as well as how they can access our service.

The building has the following:

* wheelchair access
* accessible changing area
* accessible toilets
* accessible parking

Caterpillars Pre-School is able to provide a service for children with:

* Moderate learning difficulties
* Severe learning difficulties
* Specific learning difficulties
* Physical disabilities
* Communication needs (speech, language and communication)
* Autistic spectrum conditions
* Visual and hearing impairments
* Challenging behaviour
* Social and emotional needs
* Personal care needs

Our service is offered from the Cromwell Community Centre. We are a packaway setting, therefore we have to set up and pack away into limited storage. As we have such limited pack away space- should children require large or heavy equipment; we ask parents bring this with their child and that this goes home at the end of the session. We work closely with parents and carers to organise a challenging curriculum through means of child led and adult guided activities, from 2-5 years of age. We offer a broad range of activities and experience, working closely with the early years foundation stage. Our staff have received training in child-care, autistic spectrum training, challenging behaviour training. For more information of staff training, please contact the manager. Once we have identified a need, we aim to ensure staff feel able, potentially with additional training to help us support children with specific needs.

**English as an Additional Language - valuing diversity in families:**

* We welcome the diversity of family lifestyles and work with all families. We believe that being fully inclusive and welcoming different cultures benefits all the children.
* We encourage children to contribute stories of their everyday life to the setting.
* We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
* For families who speak English as an additional language, we will develop means to ensure their full inclusion. We will work individually with parents, to develop systems of supporting communication, eg staff to learn a few key words in a child’s home language, using visual routines to support understanding.
* We encourage the families to continue to speak in their home language at home as this supports the child’s overall communication and language.
* We will endeavour to find out about family customs, beliefs and values volunteered at the initial meeting, registration form and subsequent conversations.
* Information is communicated in a variety of ways -written, verbal and in translation as required and agreed.

**Food:**

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

**Health and Safety Policy**

**Policy Statement:**

Caterpillars Pre-School aims to provide a safe and healthy environment for the children, their families and the staff. We aim to minimize risk, and identify other risks and hazards to help children, parents and staff to stay safe. Whilst we acknowledge there is risk present in everything that we can do, we also acknowledge that we aim to minimise the risk as much as is possible. We aim to educate children to manage their own risks, to enable safe and free play.

**Procedure:**

* We ensure our premises and activities are suitable and safe for the purpose of caring for young children. We comply with the Health and Safety, Fire Safety, Hygiene requirements as set out in the Early Years Foundation Stage Statutory Requirements.
* We ensure our staff are always within ratio with our children. Staff are adequately deployed around the setting to ensure they are always within eye sight or ear shot of the children. When children are using the ‘Butterfly’ garden area, we will ensure that at least two members of staff are supervising.
* As part of the initial induction of staff – all staff will have Paediatric First Aid, Manual Handling training and Health and Safety training.
* The manager acts as the Health and Safety Officer – responsible for ensuring termly fire drills/evacuations, kitchen audits, risk assessments and confirming daily checks have been completed, with correct documentation being done.
* During our staff induction, staff must read our ‘Staff Handbook’ which includes Health and Safety and our Policies and Procedures. The manager will ensure each member of staff is clear on the responsibilities of maintaining a healthy and safe environment.
* Regular updates on Health and Safety will be shared with staff via team meetings, 121’s or emails.
* We will increase childrens awareness of safety issues, for example through planned activities, discussions and routines.
* As we prepare and store some food - we have registered with the Food Standards Agency. All staff have food handling training through their induction.
* All appliances are tested annually by Paragon Housing under the PAT (portable appliance testing) regulations; to ensure they are in good working order.
* The Gas boiler is tested annually.

**Risk Assessment**

* As a packaway setting, Caterpillars staff pack and unpack equipment every day. Therefore we are promptly able to check and notice if equipment is faulty. Staff are asked to remove faulty equipment at the point of identification. This is to be taken to the office, or another area that is away from the reach of the children.
* We ensure that a documented termly risk assessment is completed, inside and outside - or whenever a hazard is identified.
* We ensure a daily check of the premises is completed, this will include cleaning of the premises before and after each day.
* Accident records are checked to identify new hazards and risks. Thus once identified a new risk assessment will be completed.

**Insurance**

* Caterpillars Pre-School has public liability and employer insurance through Morton Michel.
* Our Certificate is displayed in the welcome area.

**Gas and Electricity**

* Paragon Housing Association own the Cromwell Centre, and complete regular servicing to ensure they meet with Health and Safety requirements.
* Access to the kitchen area is gated off to the children to ensure their safety.
* The kitchen has a carbon monoxide detector, this is tested annually by Paragon Housing Association.
* Electrical equipment is tested annually by Paragon Housing Association, under the PAT (portable appliance testing) regulations.

**Outside Area**

* We carry out a check of the outside area as part of our daily check of the facilities.
* We risk assess the outside areas once a term or whenever a hazard has been identified.
* The external gates to the setting are always locked when we are using the building. Access can only be gained during scheduled open and closing times, or with prior authorisation from the manager.
* We have a small holly bush as part of the outside area. As part of our ethos, children are warned to be careful of the spiky leaves, and what might happen if they touch the leaves. This is one strategy in educating children to manage their own risks.
* Sandpits are covered after each day, water trays are emptied after each day - other external equipment is checked a part of our daily checking routine to ensure it is safe.

**Sun Safety**

* During periods of sunny weather, parents are reminded of the importance of sun safety for children. This will be done via newsletter, text, email or a letter in bags. We would suggest parents use NHS direct for more information on heat stroke, how to apply sun cream etc - available on http://www.nhs.uk/conditions/pregnancy-and-baby/pages/safety-in-the-sun.aspx#close
* Parents are asked to apply sun cream to their child before they arrive for the beginning of their session.
* Parents are welcome to send suncream in, in line with our medications policy this must be clearly labelled with the child’s name. Parents are asked to administer sun cream to their own children.
* Children who are able to and show willing to do so will be asked to apply their own suncream, with some support from a member of staff.
* Parents are asked to ensure they dress their child appropriately for warmer weather – a sun hat is essential in sunny weather to protect children from heatstroke.
* In the event of an extreme weather warnings, we will adapt our outdoor environment - prevent/limit children’s contact with direct sunlight during the mid-day sun 11am-3pm.
* We will always provide fresh drinking water throughout the session.
* We understand that some parents may not feel it is necessary to use sun cream. This is advised by the NHS for young children to ensure the skin does not burn, reduces risk of skin cancer and heat stroke.
* Caterpillars Pre-School will not be held responsible should your child suffer with heatstroke as a result of not using suncream; given all the additional measures taken as detailed in this policy.
* If children do not have sun cream applied, Caterpillars will have a supply of suncream. Parents must inform us if they have not applied suncream to their child. Parents must also give consent for staff to apply suncream.
* If children are present for a full day, we may reapply suncream after lunch if needed. Parents must give consent for staff to apply suncream. We may also ask on the gate in the mornings if sun cream has been applied, this is to ensure the health and safety of the children.
* We will keep a small stock of protective clothing on site when needed, eg hats.
* Staff will act as role models to children, observing sun safety – eg using sunglasses, hats, applying suncream.
* Sun safety is incorporated into our daily routine to encourage children to be independent and responsible, helping to keep themselves safe.

**Jewellery, wrist bands, bracelets, waist bands and bracelets**

* We fully respect and appreciate the personal choices of parents to allow children to wear these items, as some of these are significant in custom and culture. We would however highlight the health and safety aspect of such items. For example earrings, bands etc may get caught during play and injure a child/children. We do not require any items to be removed to attend, but do encourage parents to be mindful and consider increase in risk of accidents in wearing jewellery. We can allow the children to wear small plain studs, therefore minimising risk of them getting caught in play.
* We respectfully ask that bands, bracelets are regularly checked to ensure they are loose enough to allow room for the children to move freely and grow.

**Sleeping children**

* Sleeping children will be regularly checked by their key person or another member of staff. This will be done by placing a hand on their back. We aim to check sleeping children every 30 minutes.
* Covers and bed linen are washed after each session.
* Information will be shared with parents at pick up time.
* If a child is not breathing, we will begin CPR procedure and call an ambulance. Please see our section on ‘if your child becomes ill’.

**Equipment**

* Our resources conform to the BSEN safety standards or Toys (safety) Regulation 1995 to ensure they are safe.
* We provide enough equipment and resources for the children in our care.
* We provide resources that promote all areas of childrens learning and development, with a balance of child-led and adult-led activities.
* In line with our Inclusion Policy - we select books, equipment, materials and resources that promote positive images of people from all races, cultures, abilities and are non-discriminatory and avoid racial and gender stereotyping.
* We plan the provision and activities so that a balance of familiar equipment and new exciting challenges are offered.
* We provide furniture suitable for adults and children.
* We display resources where children can gain access to them, developing a sense of autonomy over their play.
* We provide insurance to cover resources and equipment.

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

* The law requires that employers ensure they control all substances that may be hazardous to health.
* All substances that the children use are safe for them to do so. We will ensure safety by checking each substances individually to ensure its safe for children under 3 years of age.
* Equipment is stored safely and securely.
* Cleaning products are kept in the kitchen, which is a lockable space, where only authorised adults are able to access. Staff are provided with protective gloves when cleaning.
* We comply with the COSHH regulations, we keep a note of all COSHH substances in a COSHH file in the kitchen.
* Information can be found - http://www.hse.gov.uk/coshh/index.htm

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

* In line with our Accidents and Injuries policy, all accidents are recorded and reported to parents.
* Accidents to staff are recorded in the accident/incident book.
* Any serious accidents and injuries are reported to Ofsted.
* Should a child or member of staff require hospital treatment following an accident or injury at Caterpillars, the death of a child at Caterpillars or a ‘near miss’ then this is reported to the Health and Safety Executive, under the RIDDOR regulations.
* For more information – please see: <http://www.hse.gov.uk/pubns/edis1.pdf>
* Food poisoning which affects 2 or more children will be reported to Ofsted.

Addendum C-19:

There are a significant amount of new procedures in place during the time of the pandemic. Please see our risk assessment which details the various new procudures.

**Nappy changing, Toilet training and Intimate Care Policy**

**Policy Statement**

We aim to safeguard the rights and to promote the welfare of children. We aim to provide guidance and reassurance to staff whose role includes intimate care. This policy assures parents that staff are knowledgeable about personal care, and their individual concerns are take into account. Caterpillars Pre-school understands the importance of a personal care routine for young children. Caterpillars aims to support parents in toilet training their children. All children regardless of their stage in toilet training are warmly welcomed to Caterpillars.

**Procedure**

* Nappies are changed at least once a session, or when is necessary. Each child is checked regularly, between 1-2 hours.
* Nappies are generally changed by the child’s key person, however, if they are not available another member of staff will change a child’s nappy.
* We have a ‘personal care’ chart, which confirms when the children have been changed – whether ‘dirty’ or ‘wet’ and any other comments – eg nappy rash. Staff are asked to complete this chart when changing nappies, confirming who supported the child during this.
* Nappies and soiled clothing will be disposed of in the toilet waste bins
* Our nappy change facility is in the disabled toilet area. This allows for the door to be open, but to allow the child some privacy, as they are behind the wall.
* Adults will use protective clothing when changing nappies – gloves and aprons when necessary to prevent cross contamination. These items should be immediately disposed of, using the waste bins.
* Nappy creams are not generally used unless we have noticed a child has nappy rash. If parents wish us to apply this to a child – we will need consent to do so. If we feel it is in the child’s best interests to apply this cream, this will be applied we will advice parents at collection time.

**Process**

* Gather children’s things for nappy change – new nappy, clothing, wipes, nappy sacks.
* Key person will wash and dry their hands, putting on gloves and apron. A new set should be used for each change of nappy.
* Child will be asked to climb steps to changing mat, adult will support them if necessary.

• Remove the child’s clothing to access the nappy. Remove the nappy and place it inside the nappy sack.

• If the child’s clothes are soiled, staff may dispose of these items, as we are not permitted to keep soiled clothing.

* Staff will use wipes, clean the child from front to back and place the used wipes in the nappy sack.
* Tie the nappy sack and put it in the bin.
* Put on a clean nappy and apply cream if necessary.
* Take off the gloves and apron and place them in the bin. Dress the child.
* Staff will help the child to wash their hands, using liquid soap, water and paper towels. We count to ten when washing hands to ensure thorough hand washing procedure.
* Staff will wash their hands using liquid soap, warm water and paper towels.

• Take the child back to the room.

• Return to the nappy changing area and using anti bacterial spray/wipes and paper towels clean the changing mat, surrounding area and underneath the mat before leaving to dry and then wash and dry your hands.

* Staff will complete the ‘Toiletting/Personal care’ form.

**Intimate care**

Children‘s intimate care needs cannot be seen in isolation or separated from other aspects of their lives. Encouraging children to participate in their own intimate or personal care is therefore be part of our general approach towards facilitating participation in their daily life. All children have the right to be safe and to be treated with dignity and respect.

**Intimate care tasks specifically identified as relevant include:**

Dressing and undressing (underwear)

Helping someone use a potty or toilet

Changing nappies

Cleaning, wiping/washing initiate parts of the body

**Definition of intimate care** –

Care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demands direct or indirect contact with, or exposure of, the sexual parts of the body

**Procedure –**

Children who are toilet trained will be encouraged to participate in their own personal care. The goal is for children to be fully independent in using the toilet and washing their hands. Adults will offer support to them. If an adult has supported a child in personal care, then we ask them to complete a personal care chart, in line with our safeguarding policy.

**Toilet training**

We will work closely with parents to support and encourage your child to be fully independent in using the toilet. This will include children being able to manage taking their clothes on and off and seeing to their own personal care. This is developmentally appropriate, supports their own self esteem and is expected by the time a child attends reception class. Children are usually ready between the ages of 2-3. We will start to speak to parents about this when we notice their child is able to complete fine and gross motor activities, may show an interest in using the toilet and importantly, the children is physically ready, ie able to hold their urine, able to recognise that they need a change of nappy. Communication is an important aspect also as the child needs to be able to tell their carers they need to use the toilet.

Children attending mainstream school not being able to use a toilet on their own poses a significant problem for schools and teachers, and is hugely embarrassing for children to still be in nappies when their peers are in pants. We work to avoid this situation as much as is possible for the child.

We would ask that parents are committed to trying toilet training. By this we mean that they spent time at home with their child beginning toilet training, for at least a week, and that the child is able to manage clothing and able to communicate their need to go to toilet. We would suggest going straight into pants, rather than pull ups so that your child feels wet if they have an accident. Going back to nappies for periods of time (not night time as this takes longer to achieve) is hugely problematic as this confuses the child and ultimately makes toilet training more difficult.

We will support the child by initially reminding them often, to go and helping them with clothing, gradually withdrawing this support. We make notes of all toileting and will document how successful this has been. Parents should ensure there are plentiful changes of clothes and pants brought into school during this critical stage.

We expect in the early stages of toilet training there will be some accidents. However, if we find that there are more accidents than successful trips to the toilet, or that these are frequent, we may suggest you go back to nappies for a few months and try again. We are considering the health and safety of all the children is a child is frequently having accidents in the setting, but also the self esteem of the child having to be changed frequently during the day.

We want to support you as much as possible in getting your child toilet trained.

Addendum C-19:

Staff are required to wear PPE during intimate care procedures, a visor apron and gloves. Practitioners

can wear a face mask in this procedure if they wish to

**Caterpillars Pre-School Obligations and Your Obligations**

**OUR COMMITMENT:**

Provide high quality childcare for your child.

Provide regular updates to you as to your child’s progress.

Fully adhere and comply with all the relevant legislation around taking care of children in education.

**PARENTS / GUARDIANS OBLIGATIONS:**

**Parents/Guardians will:**

Ensure their child maintain a good level of attendance at pre-school.

Read and comply with the policy and procedures pack.

Complete the child health record form before taking up a place at Caterpillars Pre-School. Complete all consent forms for any medications, in line with our policy.

Inform us immediately of any changes in contact details.

Keep us informed of any person collecting your child from Pre-School. If we are not satisfied that an individual is responsible to collect your child, we will not release the child into their care.

Inform us if your child is the subject of a court order, and provide us with a copy of the report.

Drop off and collect their children at the correct times, if a parent/guardian is to be late – they will contact Caterpillars Pre-School to advise us.

Inform us if your child is not going to attend Pre-School, for example sickness.

**SUSPENSION OF PLACE**

Your child’s behaviour is deemed by us to be unacceptable or endangers the safety and well-being of the other children at the pre-school. We will suspend your child, whilst working with you to try to address the areas of concern. We reserve the right to terminate your child’s place if the concerns are not suitably addressed.

You fail to pay fees, or the Local Authority do not fund your place - we will suspend your child’s place until you are able to pay the fees, or they are paid up to date. We will issue a £10 fine for fees that are more than 20 working day late, and a further £10 per week after that.

**TERMINATION OF PLACE**

We operate a zero tolerance approach to verbal or physical abuse. We reserve the right to immediately terminate a child’s place if parents/guardians behaviour is unacceptable.

We reserve the right to terminate your child’s place if you have not paid your fees, despite being chased by us to do so.

We suffer insolvency or have to close the Pre-School for any reason.

**GENERAL**

We obliged to report any instances where we consider that a child may have been neglected or abused to the relevant authority. We may do so without your consent and / or without informing you.

If the Pre-School has to close to due event or circumstances that are outside out control, we shall be under no obligation to provide alternative childcare facilities to you.

If you have concerns regarding the services we provide, please discuss this with your child key worker. If these concerns are not resolved please contact the Pre-School manager.

Private client’s payments can be made on a monthly/termly basis. An invoice is sent to the parent’s email address each term. Invoices are to be paid within 14 days of invoice.

Caterpillars reserves the right to charge our hourly rate of £6, in 15 minute increments if the child is brought early to the setting, or the parents arrive late to collect. Please ensure fees are made on time. We reserve the right to charge a fee if funds are not paid on time.

We are a term time setting, open for 38 weeks a year. We reserve the right to close the setting for staff training or inset days –for no more than 2 occasions a year.

No refunds or changes are offered if a child does not attend Pre-School due to illness, holidays or for any other reason.

**Cancellation / withdrawing child from Caterpillars**

Private paying Parents are required to give a half terms notice if their child wishes to leave Caterpillars Pre-School. This must be given in writing to the Manager. The setting retains fees if notice not given within this timescale. Funded parents are required to give a full term’s notice, as per the Local Education Authority Process.

**Solicitation of Staff**

The parent/guardian of the child, the subject of this registration form hereby agrees that they will not seek to employ or entice away from the employment of Caterpillars Pre-school. This includes baby-sitting services, nanny services or other such employment.

**Variation**

There shall be no variation of your contracted agreement unless it is in writing and made between the manager and the parent/guardian. We do not swop sessions or days around. We ask for a term’s notice for any variations or adjustments to hours/days. We will try our best to accommodate any requests for additional sessions. These will be charged at our normal rate.

Addendum - Coronavirus policy C-19

Caterpillars Pre-school continues to provide high quality years education within the boundaries of all the government guidance. A comprehensive risk assessment has been produced to ensure the organisation keeps children and staff safe at this time. This includes links to the various government guidance that has been produced. The manager will keep up to date with new information from the government and our local authority; guidance regarding early years education and corona virus and will ensure the pre-school’s policies and risk assessment are updated as soon as is practicable.

Children are to be dropped off at the door by a parent and enter the nursery. Children then come into the nursery, popping their coat onto the pegs and lunchbox and drink onto the trolley. Children are to sanitise their hands on entry with a member of staff. Parents are not routinely able to access the nursery. We will stagger opening and closing times to enable social distancing and less crowding outside. Doors are open from 9-915, and 1.55-2.10. Parents are expected to adhere fully to the requirements detailed on the letter dated 16.6.20. Failure to do so may result in your child’s place being withdrawn. We appreciate there are many considerations, but safety is our first consideration. A signed form is required before a space can be confirmed.

Staff members are expected to follow the risk assessment at all times in order to keep themselves and the children safe, minimising the risk of transmission.

During opening on 6 July we have imposed a capacity limit (the bubble). This limits the risk of potential transmission to a small group, rather than large numbers of individuals mixing together. Young children are too young to understand and are not expected to socially distance from each other. Caterpillars will not stop children from being together and holding hands, hug and other forms of affection. These behaviours are normal for children, and are important to young children’s friendships, mental health and emotional regulation. Staff similarly are expected to continue with practice as normal as is possible with common sense and application of risk assessment– eg not to prevent comforting a child, helping a child, coming close to a child for an activity eg reading. We will provide activities that prevent over crowding, and organise the provision to ensure small areas are not crowded (toilet area). We will provide hand washing or sanitizers in every room for prompt hand cleaning. We will encourage good sneeze cough etiquette (into elbow, onto a tissue, then sanitize hands). Unfortunately, we are unable to offer a place to children who require a moderate to high level of close contact adult support at this time.

During the pandemic, we will still record attendance, but will not invite parents to a meeting if they chose not to attend at this time. Meetings are held over the telephone or by zoom for the time being.

Parents will be notified of a positive test result within the nursery whilst maintaining confidentially.