



BALLARD

BESPOKE EDUCATION

Ballard School Early Years Policies

Reviewed – September 2017

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1. Safeguarding including Child Protection

1.1 Children's rights and entitlements

Policy statement

We promote children's right to be *strong, resilient and listened to* by:

- Creating an environment in our school that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- Encouraging children to develop a sense of autonomy and independence.
- Enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.

We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.

We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

What it means to promote children's rights and entitlements to be '*strong, resilient and listened to*'.

To be strong means to be:

- Secure in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- Safe and valued as individuals in their families and in relationships beyond the family, such as school;
- Self-assured and form a positive sense of themselves – including all aspects of their identity and heritage;
- Included equally and belong in school and in community life;
- Confident in abilities and proud of their achievements;
- Progressing optimally in all aspects of their development and learning;
- To be part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and

- To participate and be able to represent themselves in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

To be resilient means to:

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

To be listened to means:

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

1.2 Child Protection (Whole School including EYFS)

See whole school Child Protection policy 2017

The School will safeguard and promote the welfare of all children who are pupils at the school in compliance with DfE Guidance "Keeping Children Safe in Education" which is a response to the Government guidelines "Working Together to Safeguard Children". Safeguarding children is a primary responsibility for all members of the school staff at all times when we are in contact with children. This policy covers all children in all areas of the school.

1.3 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 school puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is 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.

Procedures

- Parents of children starting at the setting are asked to provide the following specific information, which is recorded.
 - Home address and telephone number
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names, addresses, telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a child-minder or grandparent.
 - Who has parental responsibility for the child?
 - Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with details of the name and telephone number of the person who will be collecting their child and we verify the identity of the person who is to collect the child by use of a known 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 inform parents that we apply our child protection procedures as set out in our child protection policy in the event that their children are not collected from setting by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.
- If a child is not collected at the end of the session/day, we follow the following procedures:

- The child's file is checked for any information about changes to the normal collection routines.
- If no information is available, parents/carers are contacted at home or at work.
If this is unsuccessful, the adults who are authorised by the parents to collect their child 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 nominated carers.
- The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
- If no one collects the child after one hour 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 social services care team.
- The child stays at the school 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 are unable to do so, the child will become looked after by the local authority.
- Under no circumstances do staff 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.
- Emergency social worker informed on 0845 600 4555

1.4 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

- As soon as it is noticed that a child is missing the key person/staff alerts the Head of Pre-Prep.
- The staff 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 after 15minutes, the parent is contacted by the Headmaster (or in his absence the Senior Deputy Head). Immediately after that the missing child is reported to the police by the Headmaster (or in his absence the Senior Deputy Head).
- The Junior Deputy Head talks to the staff to find out when and where the child was last seen and records this.
- The incident is reported directly to the Headmaster (or in his absence the Senior Deputy Head) who speaks with the parent(s) and the police.
- The Junior Deputy Head and the Headmaster carry out a full investigation taking written statements from all the staff in the room or playground.
- The key person/staff member writes an incident report detailing:
 - The date and time of the report.
 - What staff/children were in the group and the name of the staff designated responsible for the missing child.
 - When the child was last seen in the group.
 - What has taken place in the group 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.

Child going missing on an outing

- 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 school is contacted immediately and the incident is reported.
- The Headmaster (or in his absence the Senior Deputy Head) contacts the police immediately and reports the child as missing.
- Immediately after contacting the police the Headmaster (or in his absence the Senior Deputy Head) contacts the parent, who makes their way to the school or outing venue as agreed with the member of staff. The school is advised as the best place, as by the time the parent arrives, the child may have been returned to the school.
- Staff takes the remaining children back to the school.
- In an indoor venue, the staff contacts the venue's security that will handle the search and contact the police if the child is not found.
- The teacher, or designated staff member may be advised by the police to stay at the venue until they arrive.

The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The Junior Deputy Head together with the Headmaster (or in his absence the Senior Deputy Head) speaks with the parent(s).

- The Junior Deputy Head and the Headmaster carry out a full investigation taking written statements from all the staff in the room or 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 try to keep everyone as calm as possible.
- 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. The school 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 teacher. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the Head of department together with the Headmaster. 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 Head of department together with the Headmaster will use their discretion to decide what action to take.
- Staff must consult with the Headmaster and refer any Press enquiries to him or his Deputies.

1.5 Mobile Phone and Photographic images Policy

Policy statement

Mobile phones play an increasing part in everyone's lives, but Ballard Pre-Prep believe that In order to fully ensure the protection of the children in its care, certain procedures for mobile phone use within this setting need to be abided by.

Photographs of children are often used in gathering observations of children's achievements how these are collected, developed and stored are also is a consideration of this setting to ensure children are adequately safeguarded.

Procedures

- Staff should store their mobile phones with their personal belongings, away from areas accessed by pupils.
- A mobile phone is carried by a staff member during activities outside the classroom, beyond the Pre-Prep playground.
- Staff can access their mobiles in the staff only areas during breaks.
- Staff should provide the school telephone number in case of emergency contact.
- Visitors are advised that mobile devices cannot be used whilst in the Pre-Prep and signs are in place on all the entrances into Pre-Prep to that effect.
- Photographic evidence is used as a method of recording children's development, to share special moments with parents and peers or as a training support for staff and students
- Parents' consent is sought for images to be taken.
- Cameras are kept in the Pre-Prep for this purpose; no photos are taken with mobile phone cameras or staff personal cameras.
- No photographs are uploaded onto social media sites such as Facebook or YouTube.
- No photographs are permitted to be taken in the toilets/nappy changing areas or when children are changing for PE etc.

1.7 Whistleblowing policy (Whole School including EYFS)

(see Ballard School Employment Manual)

2 Suitable People

2.1 Employment

Policy statement

Ballard School meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff and volunteers are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements.

Procedures

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All our staff have job descriptions, which set out their roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking the suitability of all staff and volunteers who will have unsupervised access to children. This includes obtaining references and ensuring they have a satisfactory enhanced criminal records check with barred list(s) check through the DBS. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) and the Protection of Freedoms Act (2012) for the vetting and barring scheme.
- Where an individual is subscribed to the DBS Update Service we carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post.

- We keep all records relating to the employment of our staff and volunteers; in particular those demonstrating that suitability checks have been done, including the date of issue, name, type of DBS check and unique reference number from the DBS certificate, along with details of our suitability decision.
- We require that all our staff and volunteers keep their DBS check up-to-date by subscribing to the DBS Update Service throughout the duration of their employment with us.
- Our staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us.
- We obtain consent from our staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up-to-date for the duration of their employment with us.
- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated.

Notifying Ofsted of changes

- We inform Ofsted of any changes to our Registered Person

Training and staff development

- We provide regular in-service training to all our staff
- Our school budget allocates resources to training.
- We provide our staff with induction training in the first week of their employment. This induction includes [o Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures are introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Staff taking medication/other substances

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Our staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
- If we have reason to believe that a member of our staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

Managing staff absences

- Where a staff member may need to take time off for any reason other than sick leave or training, this is agreed with the Headmaster with sufficient notice.
- Where our staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary, in accordance with the individual's contract of employment.

2.2 Student placements

Policy statement

We recognise that qualifications and training make an important contribution to the quality of the care and education we provide. As part of our commitment to quality, we offer placements to students undertaking early year's qualifications and training. We also offer placements for school pupils on work experience.

We aim to provide for students on placement with us, experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

Procedures

- We require students on qualification courses to meet the Suitable Person requirements of the Early Years Foundation Stage and have a satisfactory enhanced DBS check with barred list check(s).

- We require schools, colleges or universities placing students under the age of 17 years with us to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
- Trainee staff and students over the age of 17 may be included in the ratios if they are deemed competent and responsible.
- We take out employers' liability insurance and public liability insurance, which covers both students and voluntary helpers.
- We require students to keep to our Confidentiality and Client Access to Records Policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

3 Staff Qualifications, Training, Support and Skills

3.1 Induction of employees and volunteers

Policy statement

We provide an induction for all employees and volunteers in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

Procedures

- We have a written induction plan for all new staff, which includes the following:
 - Introductions to all employees and volunteers.
 - Familiarisation with the building, health and safety, and fire and evacuation procedures.
 - Ensuring our policies and procedures are read and adhered to.
 - Introduction to the parents, especially parents of allocated key children where appropriate.
 - Familiarisation with confidential information in relation to any key children where applicable.
 - Details of the tasks and daily routines to be completed.
- Following the satisfactory completion of the probationary period, one term or one academic year for positions of a management or leadership, we continue to support our staff to deliver high quality performance through regular supervision and appraisal of their work.

3.2 EYFS Staff Supervision Policy

This policy is to meet the EYFS Regulations 3.21 and 3.22

3.21 Providers must put appropriate arrangements in place for the supervision of staff that have contact with children and families. Effective supervision provides support, coaching, and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

3.22 Supervision should provide opportunities for staff to:

- Discuss any issues – particularly concerning children’s development or well-being;
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness.

Purpose of the meetings

- To encourage professional development through self-evaluation
- To identify appropriate professional support and training needs
- To ensure effective communication between staff and Junior Deputy Head
- To ensure that personal concerns and issues are addressed regularly and effectively
- An opportunity to discuss children's progress and development
- To give staff the opportunity to discuss any issues they feel appropriate

Agreed procedure for staff supervision meetings

- Supervision meetings held each term.
- Discussions for supervisions will be held in a private area.
- In case of cancellation, the Junior Deputy Head will arrange an alternative date as soon as possible.

Confidentiality - All items of discussion will remain confidential, unless the member of staff gives permission, with the exception of:

- Cases of suspected abuse
- Any issue that could affect compliance with ISI regulations
- Any legal, health or safety issues

All records of Supervision Meetings will be held by the Junior Deputy Head in the member of staff's professional development folder and kept confidential.

3.3 First aid – To be read in conjunction with the whole school First Aid policy

Policy statement

We take action to give first aid treatment in the event of an accident involving a child or adult. We have eight members of staff who currently hold a Paediatric First Aid Certificate and there is always one of these members of staff present on the premises, or on an outing, at any one time. This first aid qualification includes first aid training for infants and children under 5 years of age. We ensure that the Paediatric First Aid training is local authority approved. A school nurse is on the premises during school day from 8.30 – 6pm.

Procedures

The first aid kit

Our first aid kit is accessible at all times and is checked regularly by the school nurse.

- Information about who has completed first aid training and the location of the first aid box is provided to all our staff and volunteers.
- The first aid box is easily accessible to adults and is kept out of the reach of children.
- The school nurse is responsible for checking and replenishing the first aid box contents regularly. Medication is only administered in line with our Administering Medicines policy.
- In the case of minor injury or accidents, first aid treatment is given by a qualified first aider or by the school nurse. In the event of minor injuries or accidents, we always inform parents on the same day when they collect their child. If the child is unduly upset or we have concerns about the injury we contact the child's parents for clarification of what they would like to do, i.e. whether they wish to collect the child and/or take them to their own GP.
- An ambulance is called for children requiring emergency treatment. We contact parents immediately and inform them of what has happened and where their child has been taken.
- Parents sign a consent form at registration allowing a member of staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that they have been informed and are on their way to the hospital.
- Accidents and injuries are recorded in our accident record book and, where applicable, notified to the Health and Safety Executive, Ofsted and/or local child protection agencies in line with our Recording and Reporting of Accident and Incidents Policy.

4 Key Person

4.1 The role of the key person and settling-in

Policy statement

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

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

Procedures

- We allocate a key person before the child starts.
- The key person is responsible for:
 - Providing an induction for the family and for settling the child into our setting.
 - Offering unconditional regard for the child and being non-judgemental.
 - Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
 - Acting as the key contact for the parents.

- Developmental records and for sharing information on a regular basis with the child’s parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child’s development with those carers.
- Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.
- We promote the role of the key person as the child’s primary carer in our setting, and as the basis for establishing relationships with other adults and children.

Settling-in

- Before a child starts to attend our setting, we use a variety of ways to provide his/her parents with information. These include a tour of the setting and an opportunity to meet with the child’s key person (and co-key person), and information sharing meeting prior to starting during which parents are given information such as our handbook and policies, verbal or written information about activities available within the setting and individual meetings with parents.
- The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We judge a child to be settled when they have formed a relationship with their key person and co-key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- Within the half term, or soon after, of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

The progress check at age two

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

5 Staff: Child Ratios

5.1 EYFS Supervision Policy

Policy statement

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for enhanced criminal records and barred list checks through the Disclosure and Barring Service in accordance with statutory requirements.

Procedures

To meet this aim we use the following ratios of adult to children:

- Children under two years of age: 1 adult : 3 children:
 - at least one member of staff holds a full and relevant level 3 qualification and is suitably experienced in working with children under two;
 - at least half of all other staff hold a full and relevant level 2 qualification;
 - at least half of all staff have received training that specifically addresses the care of babies; and has suitable experience of working with under twos.
- Children aged two years: 1 adult : 4 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least half of all other staff hold a full and relevant level 2 qualification.
- Children aged three years and over: 1 adult : 8 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least half of all other staff hold a full and relevant level 2 qualification.
- We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements where a Qualified Teacher, Early Years Professional or other suitable level 6 qualified person is working directly with children aged three and over between the hours of 8am and 4pm as follows:
 - there is at least one member of staff for every 13 children; and
 - at least one other member of staff holds a full and relevant level 3 qualification.

- We only include those aged 17 years or older within our ratios. Where they are competent and responsible, we may include students on long-term placements and regular volunteers.
- A minimum of three staff/adults are on duty at any one time with another staff member designated as the 'reserve' in case of emergencies.
- Our Junior Deputy Head deploys our staff, students and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff, and always within sight *or* hearing of staff at all times.
- Our staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going.
- Our staff, students and volunteers focus their attention on children at all times and do not spend time in social conversation with colleagues while they are working with children.
- We assign each child a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

6 Health

6.1 Administering medicines

Policy statement

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. We ensure that where medicines are necessary to maintain health of the child, they are given correctly and in accordance with legal requirements.

In many cases, it is possible for children's GPs to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. If a child has not had a medication before, especially a baby/child under two, it is advised that the parent keeps the child at home for the first 48 hours to ensure there are no adverse effects, as well as to give time for the medication to take effect.

Our staff are responsible for the correct administration of prescribed medication to children for whom they are the key person. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person the co-key person is responsible for the overseeing of administering medication.

Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- We only usually administer medication when it has been prescribed for a child by a doctor (or other medically qualified person). It must be in-date and prescribed for the current condition.
- Non-prescription medication, such as pain or fever relief (e.g. Calpol) and teething gel, may be administered by the school nurse/key person/co-key person, but only with prior written consent of the parent and only when there is a health reason to do so, such as a

high temperature. Children under the age of 16 years are never given medicines containing aspirin unless prescribed specifically for that child by a doctor. The administering of un-prescribed medication is recorded in the same way as any other medication.

- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children. On receiving the medication, the member of staff checks that it is in date and prescribed specifically for the current condition.
- Parents must give prior written permission for the administration of medication. The staff member receiving the medication will ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
 - the full name of child and date of birth;
 - the name of medication and strength;
 - who prescribed it;
 - the dosage and times to be given in the setting;
 - the method of administration;
 - the signature of the parent, their printed name and the date.
- The administration of medicine is recorded accurately in medication record book each time it is given and is signed by the person administering the medication and a witness. Parents are shown the record at the end of the day and asked to sign the record book to acknowledge the administration of the medicine. The medication record book records the: for discussion as to how and where we keep records
 - name of the child;
 - name and strength of the medication;
 - name of the doctor that prescribed it;
 - date and time of the dose;
 - dose given and method;
 - signature of the person administering the medication and a witness; and
 - parent's signature.
- If the administration of prescribed medication requires medical knowledge, we obtain training for the relevant members of staff by a health professional.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key

person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

- We monitor the medication record book to look at the frequency of medication given in the setting. For example, a high incidence of antibiotics being prescribed for a number of children at similar times may indicate a need for better infection control.

Storage of medicines

- All medication is stored safely in a locked cupboard or refrigerated as required. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.
- The person responsible for handing the child over to the parent/carer at the end of the session/day is responsible for handing back the medicine to the parent/carer.
- For some conditions, medication may be kept in the setting to be administered on a regular or as-and-when- required basis. Key persons check that any medication held in the setting, is in date and return any out-of-date medication back to the parent.

Children who have long term medical conditions and who may require on-going medication

- The key person, and if necessary the school nurse, meet with parents to discuss any long term medical condition that requires on-going medication. Other medical or social care personnel may need to be involved in this discussion. Records of this meeting are kept in the child's file and with their medical form. These are shared with the relevant staff including the measures to be taken in an emergency.
- Subsequent meetings are held to review the medication, e.g. changes to the medication or the dosage, any side effects noted etc.

Managing medicines on trips and outings

- If children are going on outings, the key person/co-key person for the child will accompany the children, and be fully informed about the child's needs and/or medication which will be taken on the outing.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form and

a card to record when it has been given, including all the details that need to be recorded in the medication record as stated above.

- On returning to the setting the card is stapled to the medicine record sheet and the parent signs it.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form signed by the parent.
- This procedure should be read alongside the outings procedure.

Legal framework

- The Human Medicines Regulations (2012)

6.2 Managing children who are sick, infectious, or with allergies

Policy statement

We aim to provide care for healthy children through preventing cross infection of viruses and bacterial infections and promote health through identifying allergies and preventing contact with the allergenic trigger.

Procedures for children who are sick or infectious

- If children appear unwell during the day – for example, if they have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the key person or the school nurse will call the parents and ask them to collect the child, or to send a known carer to collect the child on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing and then they are taken to the school nurse who will decide what course of action is necessary. If the child's temperature does not go down and is worryingly high, then the school nurse may give them Calpol or another similar analgesic, if written consent has been given on the child's medical form. This is to reduce the risk of febrile convulsions, particularly for very young children. Parents sign the medication record when they collect their child.
- In extreme cases of emergency, an ambulance is called and the parent informed.

- We can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics for an infectious illness or complaint, we ask parents to keep them at home for 24 hours before returning to the setting.
- After diarrhoea, we ask parents keep children home for 48 hours following the last episode.
- Some activities, such as sand and water play, and self-serve snacks where there is a risk of cross-contamination may be suspended for the duration of any outbreak.
- We have a list of excludable diseases and current exclusion times. The full list is obtainable from www.hpa.org.uk/webc/HPAwebFile/HPAweb_C/1194947358374 and includes common childhood illnesses such as measles or can be found on the noticeboard in the Pre-Prep entrance.

Reporting of 'notifiable diseases'

- If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to Public Health England.
- When we become aware, or are formally informed of the notifiable disease, the school nurse contacts Public Health England, and acts on any advice given.

HIV/AIDS/Hepatitis procedure

HIV virus, like other viruses such as Hepatitis A, B and C, are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.

We:

- Wear single-use vinyl gloves and aprons when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Use protective rubber gloves for cleaning/slucing clothing after changing.
- Rinse soiled clothing and/or bag it for parents to collect.
- The maintenance department clear spills of blood, urine, faeces or vomit using mild disinfectant solution and mops; any cloths used are disposed of with the clinical waste.
- Clean any tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit using a disinfectant.

Nits and head lice

- Nits and head lice are not an excludable condition; although in exceptional cases we may ask a parent to keep the child away until the infestation has cleared.
- On identifying cases of head lice, we inform all parents ask them to treat their child and all the family if they are found to have head lice.

Procedures for children with allergies

- When children start at the setting we ask their parents if their child suffers from any known allergies. This is recorded on the Registration Form and all staff are informed.
- If a child has an allergy, the school nurse displays details (including the child's photograph) around the school of the following:
 - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).
 - The nature of the allergic reactions (e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc).
 - What to do in case of allergic reactions, any medication used and how it is to be used (e.g. EpiPen).
 - Control measures - such as how the child can be prevented from contact with the allergen.
- This details are kept in the child's personal file.
- Generally, no nuts or nut products are used within the setting.
- Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

Life-saving medication and invasive treatments:

These include adrenaline injections (EpiPens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy)

- The school nurse must have:
 - a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
 - written consent from the parent or guardian allowing [our staff/me] to administer medication; and

- proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.

The key person for special needs children requiring assistance with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc. will be assisted by the school nurse as necessary:

- Prior written consent must be obtained from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
- The key person and the school nurse must have the relevant medical training/experience, which may include receiving appropriate instructions from parents or guardians.

6.3 Recording and reporting of accidents and incidents

(Including procedure for reporting to HSE, RIDDOR)

Policy Statement

We follow the guidelines of the Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are NOT regarded as incidents and there are separate procedures for this.

Procedures

Our accident book:

- Is kept safely and in the Pre-Prep staff room;
- Is accessible to all staff and volunteers, who know how to complete it; and
- Is reviewed and noted by the Health and Safety Committee at least half termly
- The estates Manager is informed of any potential or actual hazards as they arise.

Ofsted is notified of any serious accident, illness or injury to, or the death of, a child in while in our care and of the action taken. Ofsted is notified as soon as is reasonably practicable, but in any event within 14 days of the incident occurring.

Dealing with incidents

We meet our legal requirements for the safety of our employees by complying with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations). We report to the Health and Safety Executive:

- Any accident to a member of staff requiring treatment by a general practitioner or hospital; and
- Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.
- Any dangerous occurrence is recorded in our incident book. See below.

Our incident book

- We have ready access to telephone numbers for emergency services, including local police.
- We keep an incident book for recording incidents including those that are reportable to the Health and Safety Executive as above.
- These incidents include:
 - Break in, burglary, theft of personal or the setting's property;
 - An intruder gaining unauthorised access to the premises;
 - Fire, flood, gas leak or electrical failure;
 - Attack on member of staff or parent on the premises or nearby;
 - Any racist incident involving staff or family on the school's premises;
 - Death of a child, and
 - A terrorist attack or threat of one.
- In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it - or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, should also be recorded.
- In the unlikely event of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety Policy will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.
- The school has a 'Lock Down' procedure which children and adults are familiar with.
- The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

6.4 Nappy changing

Policy statement

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

Procedures

- Our key persons have routine changing times for the children in their care who are in nappies or 'pull-ups'; and change nappies according to this schedule, or more frequently where necessary.
- Our key persons or co-key persons undertake changing children in their groups;
- Our changing area is warm, with a safe area to lay children down.
- Each child has their own basket to hand with their nappies or pull ups, changing wipes and nappy bags.
- Our staff put on gloves and aprons before changing starts and the areas are prepared. Disinfectant is sprayed and wiped with a paper towel which is disposed of in the nappy bin. Paper towel is put down on the changing mat freshly for each child. A second member of staff is always present when a nappy is changed. Nappy rash spray is used with parental permission; parents supply the appropriate spray.
- All our staff are familiar with our hygiene procedures and carry these out when changing nappies
- Our staff never turn their back on a child or leave them unattended whilst they are on the changing mat.

- We are gentle when changing; we avoid pulling faces and making negative comments about 'nappy contents'.
- We do not make inappropriate comments about children's genitals when changing their nappies.
- We wipe and clean children's bottoms before a new nappy is put on.
- In addition, we ensure that nappy changing is relaxed and a time to promote independence in young children.
- We encourage children to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- We encourage children to wash their hands, and have soap and towels to hand.
- We do not use anti-bacterial hand wash liquid or soap for young children; young skin is quite delicate and anti-bacterial products kill off certain good bacteria that children need to develop their own natural resistance to infection.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- We dispose of nappies and pull ups hygienically. Ordinary pants that have been wet or soiled are bagged for parents to take home.

6.5 Food and drink

Policy statement

We regard snack and meal times as an important part of our day. Eating represents a social time for children and adults, and helps children to learn about healthy eating. At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs.

Procedures

We follow these procedures to promote healthy eating in our setting.

- Before a child starts to attend the setting, we ask their parents about their dietary needs and preferences, including any allergies.
- We record information about each child's dietary needs on the medical form and parents sign the form to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs – including any allergies - are up-to-date. Parents sign the updated record to signify that it is correct.
- We display current information about individual children's dietary needs so that all our staff and volunteers are fully informed about them.
- Our catering department plan our menus in advance on a four-week rotation. The Head of Nursery and Head of Pre-Prep attend menu meetings each term with the Head of Catering.
- We display the menus for parents to view.
- We provide nutritious food for all meals and snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We include a variety of foods from the four main food groups:
 - meat, fish and protein alternatives;
 - dairy foods;
 - grains, cereals and starch vegetables; and
 - fruit and vegetables.

- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- Ballard School has a 'No nut' policy and takes care not to provide food containing nuts or nut products and we especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents we obtain information about the dietary requirements for each child such as vegetarians and vegans, as well as about food allergies. We take account of this information in the provision of food and drinks.
- We provide a vegetarian alternative on days when meat or fish are offered
- We show sensitivity in providing for children's diets and allergies. We do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.
- We organise meal times so that they are social occasions in which children and adults participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development.
- We have fresh drinking water constantly available for the children and inform the children that they can ask for water at any time during the day.
- For young children who drink milk, we provide whole pasteurised milk. Although we introduce semi-skimmed milk from the age of two years;
- For each child in Nursery Class we provide parents with daily written information about feeding routines, intake and preferences.

6.6 Food hygiene

Policy statement

We provide and/or serve food for children on the following basis:

- Snacks.
- Meals.

We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food. (See whole school Health and Safety Policy)

Procedures

- Staff who are involved in the preparation and handling of food have received training in food hygiene.
- The catering department carry out daily opening and closing checks on the kitchen to ensure standards are met consistently.
- We use reliable suppliers for the food we purchase.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- Food preparation areas are cleaned before and after use.
- There are separate facilities for hand-washing and for washing-up.
- All surfaces are clean and non-porous.
- All utensils, crockery etc. are clean and stored appropriately.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.
- When children take part in cooking activities, they:
 - are supervised at all times;
 - understand the importance of hand-washing and simple hygiene rules;
 - are kept away from hot surfaces and hot water; and
 - do not have unsupervised access to electrical equipment, such as blenders etc.

Reporting of food poisoning

Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.

- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within our setting, the Estates Manager will contact the Environmental Health Department to report the outbreak and will comply with any investigation.
- We notify Ofsted as soon as reasonably practicable of any confirmed cases of food poisoning affecting two or more children looked after on the premises, and always within 14 days of the incident.

6.7 Sun Protection

The sun's rays are particularly strong over the summer months and they can damage children's skin. This may not seem a problem right now, but sadly it can lead to skin cancer in later life. As the health and well-being of our children is so important to us we have developed a sun protection policy as follows:

- We avoid exposing pupils to the mid-day sun and actively encourage all children to wear a hat when they play outside. These hats, which come in a variety of styles, can be purchased from our uniform shop Stevenson's in Southbourne.
- Parents are asked to apply an all-day sunscreen before they come into school

7 Managing Behaviour

7.1 Achieving positive behaviour

Policy statement

Ballard School believes 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 and feelings, needs and rights of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

We have a weekly Pre-Prep celebration assembly where children are awarded a variety of school and outside achievement certificates. This includes 'Worker of the Week', 'Healthy Eater of the Week', 'Citizen of the Week' and awards for demonstrating our 7 school values.

Procedures

There is a shared staff responsibility to

- To promote positive behaviour and liaise closely with staff regarding children's behaviour where it may require additional support;
- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with Ballard School's behaviour policy and its guidelines for behaviour.

- We expect all members of our school - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- We reward all positive behaviour and efforts seen. This is evident in Friday Celebration assembly and also the 'WoW work' certificate frames in our entrance hall and in Mrs Curran-Smith's office.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways, which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there is enough equipment and resources and sufficient activities available so that children are meaningfully occupied reducing conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our school, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

- Classes have star-sun-cloud behaviour management system which supports the Ballard School charter. This shows steps and sanctions should behaviour become inappropriate.

Use of physical intervention

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS).
- If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head of Pre-Prep and are recorded in the child's personal file. **See also whole school physical restrain policy.**
- Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

Further guidance

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

Children under three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.

- 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 or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Rough and tumble play, hurtful behaviour and bullying

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of seven will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under seven, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings, as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage, as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."

- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. “I can see you are feeling better now and Adam isn’t crying any more. Let’s see if we can be friends and find another car, so you can both play with one.”
- We are aware that the same problem may happen over and over before skills such as sharing and turn taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - They do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;
 - Their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - The child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
 - The child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Bullying involving Early Years Children

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

If a child bullies another child or children:

- We show the children who have been bullied that we are able to listen to their concerns and act upon them;
- We intervene to stop the child who is bullying from harming the other child or children;
- We explain to the child doing the bullying why her/his behaviour is not acceptable;
- We give reassurance to the child or children who have been bullied;
- We help the child who has done the bullying to recognise the impact of their actions;
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- We do not label children who bully as 'bullies';
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.
- In extreme cases of bullying we follow the **whole school Anti-Bullying policy**

8 Safety and Suitability of Premises, Environment and Equipment

8.1 Health and safety general standards

Policy statement

We believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers. Please also see detailed handout sheet shared with parents and carers at the start of each new year, detailing how we keep their children safe throughout the day.

- We aim to make children, parents, staff and volunteers aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our member of staff responsible for health and safety is:

Mr Andrew Povey

-
- He is competent to carry out these responsibilities.
 - He has undertaken health and safety training and regularly updates his knowledge and understanding.
 - We display the necessary health and safety poster in

The Pre-Prep Staff Room

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in:

The Pre-Prep Staff Room

Procedures

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues, so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training

covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.

- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at our staff meetings.
- We operate a no-smoking policy.
- We make children aware of health and safety issues through discussions, planned activities and routines.

Windows

- Low level windows are made from materials that prevent accidental breakage or we ensure that they are made safe.
- We ensure that any blind cords are secured safely and do not pose a strangulation risk for young children.

Doors

- We fit additional safety features to self-closing doors to prevent children's fingers from being trapped.

Floors and walkways

- All our floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged. Any wet spills are mopped up immediately.
- Walkways are left clear and uncluttered.

Electrical/gas equipment

- The Estates Manager ensures that all electrical/gas equipment conforms to safety requirements and is checked regularly, including annual PAT testing. (see **Whole School Policy**)
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and we teach the children not to touch them.
- We ensure that the temperature of hot water is controlled to prevent scalds and it is checked every three months.
- Lighting and ventilation is adequate in all areas of our setting, including storage areas.

Storage

- All our resources and materials, which are used by the children, are stored safely.
- All our equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Outdoor area

- Our outdoor area is securely fenced. All gates and fences are childproof and safe.
- Our outdoor area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items before it is used.
- We leave receptacles upturned to prevent collection of rainwater. Where water can form a pool on equipment, it is emptied and cleaned before children start playing outside.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- We check that children are suitably attired for the weather conditions and type of outdoor activities; we encourage sun hats to worn during the summer months.
- We supervise outdoor activities at all times; and especially children on climbing equipment.

Hygiene

- We seek information from the Public Health England to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the school.
- Resources and equipment, including dressing-up clothes and furnishings are cleaned on a regular basis.
- The toilet area has a high standard of hygiene, including hand washing and drying facilities and disposal facilities for nappies.
- We implement good hygiene practices by:
 - cleaning tables between activities
 - cleaning and checking toilets regularly
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate
 - providing tissues and wipes

Activities, resources and repairs

- Before purchase we check equipment and resources to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of our play equipment allows adults and children to move safely and freely between activities.
- All our equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
- We make safe and separate from general use any areas that are unsafe because of repair is needed.
- All our materials, including paint and glue, are non-toxic.
- We ensure that sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- We teach children to handle and store tools safely.
- We check children who are sleeping regularly.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.

Jewellery and accessories

- Our staff do not wear jewellery or fashion accessories, such as large belts or high heels, that may pose a danger to themselves or children.

Safety of adults

- The Estates Manager ensures that adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- The Estates Manager ensures that all warning signs are clear.
- We record the sickness of staff and their involvement in accidents.

Control of substances hazardous to health

- The Estates Manager implements the current guidelines of the *Control of Substances Hazardous to Health Regulations (COSHH)*.

- The Estates Manager keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used and where they are stored.
- Hazardous substances are stored safely away from the children.
- The Estates Manager carries out a risk assessment for all chemicals used in the setting. This states what the risks are and what to do if they have contact with eyes or skin or are ingested.
- We keep the chemicals used in the setting to the minimum in order to ensure health and hygiene is maintained. We do not use:
 - bleach;
 - anti-bacterial soap/hand wash, unless specifically advised during an infection outbreak such as Pandemic flu; or
 - anti-bacterial cleaning agents, except in the toilets, nappy changing area and food preparation areas. Anti-bacterial spays are not used when children are nearby.
- Environmental factors are taken into account when purchasing, using and disposing of chemicals.
- All members of staff are vigilant and use chemicals safely.
- Members of staff wear protective gloves when using cleaning chemicals.

8.2 Maintaining children's safety and security on premises

Policy statement

We aim to 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 and volunteers have been checked for criminal records via an enhanced disclosure with children's barred list check through the Disclosure and Barring Service.

- Adults do not normally supervise children on their own.
- Children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- Risk assessments for learning both in and out of class are completed daily to ensure all environments and equipment are safe for the children to use.

Security

- Systems are in place for the safe arrival and departure of children; the times of the children's arrivals and departures are recorded and include the name of the adult collecting. An agreed code word is required when parents are not able to collect their child themselves.
- The arrival and departure times of adults – staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises. Doors are kept locked during the school day and access is obtained by coded key pad locks or by ringing the doorbell.
- Our systems prevent children from leaving our premises unnoticed. Doors leading into the Pre-Prep Department are kept locked during the school day, children are closely supervised by adults.
- Our staff check the identity of any person who is not known before they enter the premises.
- We check the gates are locked shut before the outdoor area is used.
- The personal possessions of staff and volunteers are securely stored in lockers during sessions.

8.3 Supervision of children on outings and visits

Policy statement

Children benefit from being taken outside of the setting on visits or trips for activities which enhance their learning experiences. We ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures as laid out below.

Procedures

- We ask parents to sign specific consent forms before major outings; and the risks are assessed before the outing takes place.
- Our adult to child ratio for taking children off the school premises is 1 : 4 for Reception Class. Children in Nursery and Kindergarten classes do not leave the setting. When Nursery, Kindergarten and Reception children visit other areas of the school the usual class ratio's apply ; under 2's 1:3, 2-3 1:4, and 3-5 1:8.
- A minimum of two staff accompany children on an outing. The Key Person is responsible for ensuring that each child is well supervised, that no child goes astray and that there is no unauthorised access to children.
- Outings are recorded and records are kept in a Trips File kept in school, stating:
 - The date and time of the outing.
 - The venue and mode of transport used.
 - The names of the children and staff members on the trip.
 - The time of return.
 - Any risk assessments undertaken.
- We take a mobile phone on outings, as well as supplies of tissues, wipes, spare clothing and medicines required for individual children, a mini first aid kit, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children, as well as how long they will be out for. Parents apply an all-day sun cream to children as needed and staff ensure they are dressed appropriately for the type of outing and weather conditions.
- We take a list of children with us with contact numbers of parents/carers, a copy of their medical forms and a copy of our Missing Child Policy.
- Records are kept of the vehicles used to transport children, with named drivers.
- We ensure that seat belts are worn whilst travelling in school mini buses. As a precaution, we ensure that children do not eat when travelling in vehicles.
- All children are counted and checked off on a list at the start before departure and again before returning as well as on a regular basis throughout the trip.

8.4 Risk assessment

Policy statement

We believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

Risk assessment means:

Taking note of aspects of your workplace and activities that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to.

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

This policy is based on the five steps below:

- Identification of a risk: Where is it and what is it?
- Who is at risk: staff, volunteers, children and parents
- Assessment as to whether the level of a risk is high, medium, low. This takes into account both the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk.
- Monitoring and review.

Procedures

- Our Estates Manager undertakes training and ensures our staff and volunteers have adequate training in health and safety matters.
- Our risk assessment process covers adults and children and includes:

- checking for and noting hazards and risks indoors and outside, in relation to our premises and activities;
- assessing the level of risk and who might be affected;
- deciding which areas need attention;
- the risk assessment is written and is reviewed regularly.
- We maintain lists of health and safety issues, which are checked daily before the session begins, as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.
- Our Estates Manager ensures that checks, such as electricity and gas safety checks, and any necessary work to the setting premises are carried out annually and records are kept.
- Our Estates Manager ensures that staff members carry out risk assessments that include relevant aspects of fire safety, food safety for all areas of the premises.
- Our Head of Pre-Prep or Head of Nursery ensures that staff members carry out risk assessments for work practice including:
 - Nappy changing children;
 - preparation and serving of food/drink for children;
 - cooking activities with children;
 - supervising outdoor play and indoor/outdoor climbing equipment;
 - assessment, use and storage of equipment for disabled children;
 - the use and storage of substances which may be hazardous to health, such as cleaning chemicals; *(See also whole school Health & Safety Policy)*
 - The Head of Pre-Prep ensures that staff members carry out risk assessments for off-site activities if required, such as children's outings;

8.5 Fire safety and emergency evacuation

Policy Statement

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer, or Fire Safety Consultant.

Procedures

- The basis of fire safety is risk assessment. A 'competent person' carries these out.
- A competent person has received training in fire safety sufficient to be competent to carry out risk assessment. This will follow the guidance as set out in the *Fire Safety Risk Assessment – Educational Premises* document. Fire Marshalls for Pre-Prep are Mrs Jo Edwards and Mrs Sarah Goodfellow.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke detectors/alarms and firefighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - Clearly displayed in the premises;
 - Explained to new members of staff, volunteers and parents.
 - Practised regularly at least once a term.
 - Records are kept of fire drills and the servicing of fire safety equipment.

Emergency evacuation procedure

Procedures for practice drills including:

- How children are familiar with the sound of the fire alarm.
- How the children staff and parents know where the fire exits are.
- How children are led from the building to the assembly point.
- How they will be accounted for and who by.
- How long it takes to get the children out safely.
- Who calls the emergency services and when in the event of a real fire.
- How parents are contacted.

The fire drill record book must contain:

- Date and time of the drill.
- How long it took.
- Whether there were any problems that delayed evacuation.
- Any further action taken to improve the drill procedure.

8.6 Animals in the setting

Policy statement

Children learn about the natural world, its animals and other living creatures, as part of the Learning and Development Requirements of the Early Years Foundation Stage. This may include contact with animals, or other living creatures, either in the setting or on visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

Procedures

Pets in our setting

We welcome small pets into the setting, by arrangement, if it is part of a planned educational activity. Children wash and dry their hands thoroughly after contact with animals. Fish may be kept in the classroom. The class teacher (key person) is responsible for their welfare and children are not involved in the cleaning out process. Children may be involved when feeding the fish but under the close supervision of the class teacher.

Visits to farms

- Before a visit to a farm, we carry out a risk assessment - this may take account of safety factors listed in the farm's own risk assessment, which should be viewed.
- We contact the venue in advance of the visit to ensure that there has been no recent outbreak of E-coli or other infections. If there has been an outbreak, we will review the visit and may decide to postpone it.
- We follow our outings procedure. *(See whole school Trips Policy)*
- Children wash and dry their hands thoroughly after contact with animals.
- Outdoor footwear worn to visit farms is cleaned of mud and debris as soon as possible on departure and should not be worn indoors.
- We advise staff and volunteers who are, or may be, pregnant do not accompany the visit.

8.7 No-smoking

Policy statement

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment - both indoors and outdoors.

Procedures

- All staff, parents and volunteers are made aware of our No-smoking Policy.
- No-smoking signs are displayed.
- Staff who smoke do not do so during working hours, unless on a break and off the premises.
- Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.



At Ballard, your child's safety is our number one priority. Below are details of how we work together to keep your child safe whilst in our care.

- Small classes and nurturing ethos
- Weekly pastoral meetings
- Strong behaviour charter which is followed consistently
- Trained ELSA and Counsellor
- Highly trained staff with strong sense of their duty of care who will question anything they feel uncertain about
- Sharing of policies and practices on our school website
- All visitors & parents report to Reception on arrival and sign in. Parents do not have direct access to classrooms.
- Registers each lesson, regular head counts & secure signing out procedures
- Healthy variety of food choices
- Regular fire drills
- Lockdown procedure drills
- Onsite, highly qualified school nurses
- Open communication and contact with parents
- 24hrs response time for staff to parent concerns about a child's wellbeing
- Termly training for staff regarding Safeguarding procedures in school
- ICT sessions on staying safe online for pupils and parents
- No personal mobiles or cameras allowed to be used on site



Parent Information Sheet on Child Safety at Ballard

9 Equal Opportunities

9.1 Valuing diversity and promoting equality

Policy statement

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their individual, social, economic, ethnic, cultural or religious backgrounds and situations.

We understand that many factors affect the well-being of children and can impact on their learning and attainment. We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

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

Procedures

Admissions (see whole school admissions policy)

9.2 Supporting Pupils with Special Educational Needs

See whole school policy including EYFS

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England.

New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice has also accompanied this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view information describing this new

pathway in more detail on your corresponding county's SEND local offer website for Hampshire or Dorset:

www3.hants.gov.uk/sendlocaloffer.org.uk

www.dorsetforyou.com/local-offer

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Hampshire and Dorset that have an Education,

Health and Care Plan and, in the EYFS only, those who do not have a plan, but still experience some form of special educational need. (See our EYFS SEND offer, Appendix 1) The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Appendix 1 EYFS Local Offer

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) LOCAL OFFER

EARLY YEARS EDUCATION PROVIDER NAME:

Ballard School DfE 850/6012

OFSTED UNIQUE REFERENCE NUMBER:

EY311188

CONFIRMATION THAT 'CO-PRODUCTION' HAS TAKEN PLACE WITH PARENTS, CARERS, STAKEHOLDERS: YES/ NO

LOCAL OFFER SUBMITTED BY:

Name	Anne Harnett
Date	September 2017
Signature	<i>A. Harnett</i>

1. How does the early years setting know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

Before each child starts Ballard School we ask parents to supply information relating to any additional needs a child may have along with any medical needs and health history. Upon joining Ballard School if an additional need is known a care plan is put into place in order to support the child's individual and/or additional needs.

Ballard School tracks each child's progress as they proceed through the school. We have regular parent meetings to exchange information and to maintain support for both the child and the family if additional help is needed. Regular school reports are provided at the end of each term.

The Pre-Prep department also have a parent/carer handover at the beginning and end of each child's day. Should a parent or member of staff have concerns that cannot be dealt with at handover times a meeting is arranged between the parents and staff.

In the Early Years classes a special education needs co-ordinator (SENCO) along with the class teacher puts into place a personalised education programme (PEP). As the child progresses through Ballard School the Head of Department for Enhanced Learning takes over the SEN provision.

2. How will early years setting staff support my child?

The class teacher will plan an educational programme for each child in their care. The class teacher works closely with the classroom assistants to monitor the individual needs of each child. Each day at the end of the session the teacher will feed back information relating to your child's day. Regular parent time meetings are held and information sharing between the staff and the individual child's parent/carer is encouraged to ensure each child's needs are met.

The class teacher is your child's Key Person and the classroom assistants provide support as Co Key persons. The Pre-Prep SENCO, Mrs Harnett works with both the teaching staff and parents to provide continuity of care. The SENCO will also support the process of obtaining extra care or support from outside professionals or agencies. If additional help or one to one care is needed, and the parents are not able to access full funding, parents may be required to help with additional costs.

The Department of Enhanced Learning within the school support the child as they proceed through each year group. They work closely with the children before exams to ensure they have an equal opportunity to succeed.

3. How will the curriculum be matched to my child's needs?

The initial parent meeting which is held before your child starts school will enable the teacher to get background information and discuss and plan with the parents the most suitable approach to plan for and support the individual child's needs. We encourage each child to come in for a short

taster session so that we are able to get to know them before they start. This allows time for planning and differentiating play to enable them an equal opportunity to pursue the various activities that are completed within the sessions.

In Early Years each child with additional needs will have a PEP (Personalised Education Plan) compiled with the help of the class teacher and the SENCO. We work with outside professionals, such as speech therapists and occupational therapists, and they will often provide a PLP for the teacher to use in school.

The children's progress is documented by regular observations that enable us to assess and plan for the individual child's needs on a continuing basis.

Children with English as a second language will be supported to gain confidence in English language skills.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

Through tracking their progress during the session and by regular observations, we will constantly monitor the individual child's progress. Reports and parent meetings are held on a regular basis.

Holding regular meetings with the parents / carers enables Ballard School to support the family as well as the child. We value the support of the parents/carers to share information and knowledge of the individual child's progress and needs.

5. What support will there be for my child's overall well being?

At Ballard School we have two qualified school nurses on hand for any medical emergencies. There are also staff in Pre-Prep who have paediatric first aid training. Only prescribed medication is administered unless a medical emergency arises then the school nurse will administer calpol/ paracetamol having received parental consent at entry to Ballard School on the medical consent form.

Parents/carers are asked to fill out a medication form when handing over the prescribed medicine. This is signed and witnessed by staff as the medicine is given and then signed again by the parent/ carer on collection of the child. Parents are given a copy and the school retains a copy of this form.

We seek training, where available, on administering medication and work closely with the outside professionals that are involved in the care of the child.

Staff attend various training throughout the year to enhance their knowledge and understanding on the care and development of the Early Years child.

Details of all our Early Years Policies, including the administration of medicines, can be found at www.ballardschool.co.uk on the Pre-Prep page.

6. What specialist services and expertise are available at or accessed by the early years setting?

All class teachers hold relevant qualifications. At Ballard School we have an Early Years Special Educational Needs Coordinator (Mrs Harnett) who works with children in Nursery. Mrs Hunt holds a certificate in special educational needs and attends regular refresher courses and local authority meetings. Mrs Lise Verdon is our Kindergarten teacher and works with children the year before Reception. As the child moves into the Reception class and progresses into the main body of the school, the Department of Enhanced Learning oversee and assist subject teachers, to provide Quality First Teaching to all as part of the staged approach, and support the child as they proceed on through each year group.

The school will contact and liaise with external agencies as the need arises in the Early Years.

Further one to one support is available, if required, please see SEN policy.

7. What training have the staff supporting children with SEND had or are having?

The Early years special education needs coordinator holds a certificate in special needs awarded by the Pre-school Learning Alliance. She also attends regular SENCO meetings and refresher courses. When the child moves into the Reception class the Department of Enhanced Learning take over the learning needs of the child. It is staffed by fully qualified specialist teachers, details of which can be found on our school website www.ballardschool.co.uk

8. How will my child be included in activities outside the early years setting including trips?

Children attending the Early Year's section of the school from Nursery until Kindergarten remain on site. The school has extensive grounds for the children to explore on regular nature walks and outside play. We discuss the individual child's needs and address those needs where possible.

Risk assessments will be undertaken as necessary.

9. How accessible is the early years setting environment? (Indoors and outdoors)

All classrooms in the Early Year's section of the school are on ground level. We have made a small ramp to enable walking frame or wheelchair user's access to the main corridor leading into the dining room and Sports Hall. We have a disabled toilet adjacent to the Early Year's classrooms. Children with a walking frame or wheelchair can access the outside play area but not the woodchip area surrounding the climbing frame.

Consideration will be made for children with English as a second language to include resources that reflect their home language or environment.

10. How will the early years setting prepare and support my child to join the early years setting, transfer to a new setting / school?

Before each child starts Ballard School we ask parents to supply information relating to any additional needs a child may have along with any medical needs and health history. Upon joining Ballard School if an additional need is known, a care plan is put into place in order to support the child's individual and/or additional needs.

We encourage any new schools, to which the child may be transferring, to visit and see the child in session; parents are also welcome at these meetings.

We liaise with the new school offering any information, including the latest reports, which they may need at the time of transfer and are willing to receive contact from the new school at any time.

11. How are the early years setting's resources allocated and matched to children's special educational needs?

Special educational needs funding is allocated where appropriate from the local education authority and may involve use of outside agencies. The school support parents in gaining access to this funding. A meeting is held with parents /carers to identify the areas most in need of help. A care plan is generated to meet the needs of the child and to discuss how the funding should be spent.

12. How is the decision made about what type and how much support my child will receive?

Ballard staff work closely with both the children and the parents. Regular assessments are carried out on each child. If a child appears to need extra support in a certain area we work together with the parents. Some children behave differently at school and a different approach may be needed for that child. If support is still needed and progress is slow the special educational needs coordinator will work with the class teacher and compile a personalised programme that is monitored and reviewed regularly. The next step would be to call on outside professional help. The teacher and parents work together throughout this process.

13. How are parents involved in the early years setting? How can I be involved?

At Ballard School we hold regular parent meetings and feedback information on a daily basis at handover time. Parents can also contact teaching staff through email and phone. When recording each child's progress we take into consideration any developmental milestones that have occurred in the home environment. In Kindergarten we have MAGs and DUGs mornings where **mum, aunty and grandma** or **dad, uncle and grandpa** are invited in to share activities with their child. Reception class also have termly open classroom mornings. Parents are warmly invited to Pre-Prep assemblies on Fridays in the school chapel.

14. Who can I contact for further information?

A parent's first port of call would be their class teacher who is also their Key Person. The Early Years SENCO is Mrs Hunt who can be contacted by email at ann.hunt@ballardschool.co.uk. The Head of Pre-Prep is Angela Curran-Smith who can be contacted by email at angela.curran-smith@ballardschool.co.uk

All of the above staff can also be contacted by phone on 01425 626900.

9.3 EAL (English as an Additional Language)

At Ballard School the term EAL means English as an additional language and includes children for whom English is not the first language spoken at home, and children who are bilingual. For children whose home language is not English we endeavour to provide opportunities for children to develop and use their home language in play and learning supporting the language development at home.

Aims

- To create a welcoming and supportive environment which will encourage EAL pupils to participate fully in all areas of school life.
- To value and respect the cultural and linguistic identities of EAL pupils, and use these to enrich the learning of all pupils.
- To ensure sufficient opportunities are provided to develop the oral and literacy skills of EAL pupils so that they can understand and use English confidently and competently across the curriculum and maximise their potential in all areas of school life.
- To meet with and support parents initially, and whenever necessary for promoting child's development.

Equal Opportunities

We value and respect the cultural identities and experiences of all pupils and these are celebrated through both class based and Pre-Prep activities. We recognise that the use and development of each child's home language is an essential part of his/her linguistic development. Good cognitive skills in his/her first language will transfer to a second language.

Learning and Teaching

EAL learners work in a variety of group and whole class situations where first language speakers provide a positive role model. Some children may benefit from a 'buddy' who has strong linguistic skills. The class teacher (Key Person) will also provide additional English

Language teaching through activities specific to the individual child's needs. She will also liaise with parents and assist with communication if necessary.

EAL learners will receive teaching in all three strands of the English curriculum; speaking and listening, reading and writing. Work is inter-related across these three areas so that one area supports development in another. In addition, children will be using English across the curriculum throughout the day.

We acknowledge that even the most advanced learners of English need continuing support in order to reach their full potential and we recognise that all pupils benefit from praise and positive correction.

Any additional special help that EAL learners may need will be carried out under guidance from the SEN co-ordinator and Hampshire EMTAS.

Planning Assessment and Record keeping

Classroom activities will be differentiated by task, outcome, resources, and support. Assessment will be as per our normal school assessment programme.

When assessing Communication and Language and Literacy skills in the Early Years, practitioners must assess children's skills in English.

If a child does not have a strong grasp of English practitioners must explore the child's skills in the home language with parents to establish whether there is cause for concern about language delay.

10 Information and Records

10.1 Admissions (See Whole School policy including EYFS)

10.2 Children's records

Policy statement

We have record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

This policy and procedure should be read alongside our Confidentiality and Client Access to Records Policy and our Information Sharing Policy.

Procedures

If a child attends another setting, we establish a regular two-way flow of appropriate information with parents and other providers. Where appropriate, we will incorporate comments from other providers, as well as parents and/or carers into the child's records.

We keep two kinds of records on children attending our setting:

Developmental records

- These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.
- These are usually kept in the Pre-Prep Staff room filing cabinet or the child's classroom and can be accessed, and contributed to, by our staff, the child and the child's parents.
- Most daily observations are now recorded on the 2Buildaprofile app on school tablet computers.

Personal records

These may include the following (as applicable):

- Personal details – including the child's registration form and any consent forms.
- Contractual matters – including a copy of the signed parent contract, the child's days and times of attendance, a record of the child's fees, any fee reminders or records of disputes about fees.

- Child's development, health and well-being – including a summary only of the child's EYFS profile report, a record of discussions about every day matters about the child's development health and well-being with the parent.
- Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs an Individual Education Plan) and records of any meetings held.
- Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, a Statement of Special Educational Need and any information regarding a Looked After Child.
- Correspondence and Reports – including a copy of the child's 2 Year Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.
- These confidential records are stored in a lockable file or cabinet,
- We read any correspondence in relation to a child, note any actions and file it immediately
- We ensure that access to children's files is restricted to those authorised to see them and make entries in them, this being the Junior Deputy Head (designated person for child protection), the Head of Nursery (EY SENCo) or, the child's key person, or other staff as authorised by our the Junior Deputy Head.
- We may be required to hand children's personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as authorisation is seen. We ensure that children's personal files are not handed over to anyone else to look at.
- Parents have access, in accordance with our Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.
- Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Our staff induction programme includes an awareness of the importance of confidentiality in the role of the key person.

- We retain children's records for three years after they have left the setting; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.

Archiving children's files

- When a child leaves our setting we place the child's folder with the child's name and date of birth on the front and the date they left in an archive box. The box is stored in a safe place for three years. After three years it is destroyed.
- Where there were s.47 child protection investigations, we mark the envelope with a star and archive it for 25 years.
- We store financial information according to our finance procedures.

Other records

- We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.
- Students undertaking placements in our setting are advised of our Confidentiality and Client Access to Records Policy and are required to respect it.

10.3 Provider records

Policy statement

We keep records and documentation for the purpose of maintaining our business/charity.

These include:

- Records pertaining to our registration.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of our staff including their name, home address and telephone number.
- Names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children.

We consider our records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard to the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

This policy and procedure should be read alongside our Confidentiality and Client Access to Records Policy and Information Sharing Policy.

Procedures

- All records are the responsibility of our management team to ensure they are kept securely.
- All our records are kept in an orderly way in files and filing is kept up-to-date.
- Our financial records are kept up-to-date for audit purposes.
- We maintain health and safety records; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.

We notify Ofsted of any:

- change to our premises which may affect the space available to us or the quality of childcare we provide
- change to the name and address of our registered provider, or the provider's contact information
- change to the person in overall charge of our provision
- significant event which is likely to affect our suitability to look after children; or
- other event as detailed in the *Statutory Framework for the Early Years Foundation Stage* (DfE 2012).

10.4 Transfer of records to school

Policy statement

We recognise that children sometimes move to another early years setting before they go on to school, although many will leave our setting to enter a nursery or reception class.

We prepare children for these transitions and involve parents and the receiving setting or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage in our setting; in order to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting.

Procedures

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

- Using our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.
- The record refers to:
 - any additional language spoken by the child and his or her progress in both languages;
 - any additional needs that have been identified or addressed by our setting;
 - any special needs or disability, whether a CAF was raised in respect of special needs or disability, whether there is a Statement of Special Educational Needs, and the name of the lead professional.
- The record contains a summary by the key person and may include comments from the parent's view of the child.
- When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.
- Local schools visit us to observe children transferring to them in their setting.

- If there have been any welfare or protection concerns, we place a star on the front of the assessment record.

Transfer of confidential information

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in our setting and what was done about them.
- We will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these for us to use.
- Where a CAF has been raised in respect of any welfare concerns, we will pass the name and contact details of the lead professional on to the receiving setting or school.
- Where there has been a s47 investigation regarding a child protection concern, we will pass the name and contact details of the child's social worker on to the receiving setting or school – regardless of the outcome of the investigation.
- We post or take the information to the school or setting, ensuring it is addressed to the setting or school's designated person for child protection and marked as 'confidential'.
- We do not pass any other documentation from the child's personal file to the receiving setting or school.

10.5 Confidentiality and client access to records

Policy statement

'Confidential information is information that is not normally in the public domain or readily available from another source, it should have a degree of sensitivity and value and be subject to a duty of confidence. A duty of confidence arises when one person provides information to another in circumstances where it is reasonable to expect that the information will be held in confidence.'

Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

In our setting staff 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. We have record keeping systems in place that meet legal requirements; the means that we use to store and share that information takes place within the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

Confidentiality procedures

- Most things that happen between the family, the child and the setting are confidential to our setting. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.
- Information shared with other agencies is done in line with our Information Sharing Policy.
- We always check whether parents regard the information they share with us to be confidential or not.
- Some parents may share information about themselves with other parents as well as with our staff; we cannot be held responsible if information is shared by those parents whom the person has 'confided' in.
- 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 are not responsible should that confidentiality be breached by participants.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our Children's Records Policy) - 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.
- We keep all records securely (see our Children's Records Policy).

- Our staff discuss children’s general progress and well being together in meetings, but more sensitive information is restricted to our Junior Deputy Head or Head of Nursery and the child’s key person, and is shared with other staff on a need to know basis.
- We do not discuss children with staff who are not involved in the child’s care, nor with other parents or anyone else outside of the setting.
- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Where third parties share information about an individual us; our practitioners and managers check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

Client access to records procedures

Parents may request access to any confidential records we hold 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 Headmaster.

- The school commits to providing access within 14 days, although this may be extended.
- 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 Headmaster will go through the file and remove 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 Headmaster 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.

10.6 Information sharing

'Practitioners need to understand their organisation's position and commitment to information sharing. They need to have confidence in the continued support of their organisation where they have used their professional judgement and shared information professionally.'

Information Sharing: Guidance for Practitioners and Managers (DCSF 2008).

Policy statement

We recognise that parents have a right to know that the information they share with us will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why, 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 or to intervene where one may have been, or 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 the back-up of the Leadership Team.

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 is at risk of suffering, significant harm.
- To prevent significant harm arising to children and young people or adults, including the prevention, detection and prosecution of serious crime.

Procedures

Our procedure is based on the seven golden rules for information sharing as set out in *Information Sharing: Guidance for Practitioners and Managers* (DCSF 2008).

1. *Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.*
 - Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information both within the setting, as well as with external agencies.
2. *Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.*

In our setting we ensure parents:

- receive information about our Information Sharing Policy when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
- have information about our Safeguarding Children and Child Protection Policy; and
- have information about the other 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.

3. *Seek advice if you are in any doubt, without disclosing the identity of the person where possible.*
 - Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child's file.
 - Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to the Junior Deputy Head or Senior Deputy Head as designated persons, who will contact children's social care for advice where they have doubts or are unsure.
 - The Deputy Head seeks advice if they need to share information without consent to disclose.

4. *Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.*
 - We base decisions to share information without consent on judgements about the facts of the case and whether it is 'in the public interest'.
 - Our guidelines for consent are part of this procedure.
 - The Senior Deputy Head is conversant with this and is able to advise staff accordingly.

5. *Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.*

In our setting we:

- record concerns and discuss these with the Junior Deputy Head and/or Senior Deputy Head who are responsible for child protection matters;
- record decisions made and the reasons why information will be shared and to whom; and
- follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.

6. *Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*

- Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.

7. *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*

- Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

Consent

When parents choose our setting for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that we will seek their consent to share information in most cases, as well as the kinds of circumstances when we may not seek their consent, or may override their refusal to give consent. We inform them as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts; parents are advised where they can access all our policies and procedures (hard copy in the classroom or on our website).
- Parents sign our Registration Form at registration to confirm that they understand this.
- We ask parents 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 give parents copies of the forms they sign.

- We consider the following questions when we need to share:
 - Is there legitimate purpose to us sharing the information?
 - Does the information enable the person to be identified?
 - Is the information confidential?
 - If the information is confidential, do we have consent to share?
 - Is there a statutory duty or court order requiring us to share the information?
 - If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?
 - If the decision is to share, are we sharing the right information in the right way?
 - Have we properly recorded our decision?
- Consent must be *informed* - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information.
- Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.

Separated parents

- Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully.
- Where the child is looked after, we may also need to consult the Local Authority, as 'corporate parent' before information is shared.

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

10.7 Working in partnership with other agencies

Policy statement

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

Procedures

- 1 We work in partnership, or in tandem, with local and national agencies to promote the well-being of children.
 1. We have procedures are in place for the sharing of information about children and families with other agencies. These are set out in our Information Sharing Policy, Safeguarding Children and Child Protection Policy and the Supporting Children with Special Educational Needs Policy.
 2. Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
 3. When working in partnership with staff from other agencies, we make those individuals welcome in our setting and respect their professional roles.
 4. We follow the protocols for working with agencies, for example on child protection.
 5. We ensure that staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
 6. Our staff do not casually share information or seek informal advice about any named child/family.
 7. When necessary, we consult with and signpost to local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the issues facing us and who can provide support and information for parents.

10.8 Making a Complaint

See Whole School Policy including EYFS

Reviewed & Updated September 2017