

1.3 Parents as Partners

1.3.1 Parents as Partners Policy

The Pre-School aims to support and enhance the development of the children, and to respect, understand and value the contribution parents make towards their child's learning. We also aim to provide support, guidance and encouragement to parents as educators. To do this we:-

- Provide parents with information about the Pre-School before their child starts
- Work with parents in building up a profile of the child's development and needs when the child starts at the Pre-School
- Provide opportunities for parents to discuss their child's progress
- Provide guidance, advice and resources to support home learning
- Ensure the child's tapestry account is up dated regularly and is always available for parents to view.

Procedures

The parents' notice board will be updated on a regular basis. A description of Parents will have access to information regarding the curriculum activities and events through discussions with staff, regular newsletters and written information placed on the parents' notice board.

each week's activities will be placed on the board. The Pre-School handbook will be updated when necessary to reflect any changes in curriculum or policies. Newsletters will be sent out as appropriate and available in the parent folder which is always accessible fo parents.

Staff will complete observations and tapestry accounts for each child which will be available for parents to see. Parents are invited to attend stay and play sessions and contribute to their child's tapestry story.

(see observation and assessment policy)

1.3.2 Admissions

Policy statement

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures. The Admission Policy is issued to all families as part of the registration process. It is also available via our webpage and upon request.

Procedures

- If a waiting list is utilised we arrange it as follows:
 - the age of the child, with priority given to children who are eligible for the free entitlement – including eligible two year old children;
 - whether any siblings already attend the setting;
 - the vicinity of the home to the setting;
 - the length of time on the waiting list;
 - the capacity of the setting to meet the individual needs of the child.

- We offer funded places in accordance with the Early years entitlements operational guidance (July 2017) and any local conditions in place at the time.

Early Education is offered within the national parameters –

- no session to be longer than 10 hours
- no minimum session length (subject to the requirements of registration on the Ofsted Early Years Register)
- not before 6.00am or after 8.00pm
- a maximum of two sites in a single day

Early Education is offered to families 38 weeks of the year. The funded hours can be claimed to the maximum available –

- Mon – 9.00-12.00
 - Tues – 9.00-3.30
 - Wed – 9.00-3.30
 - Thur – 9.00-3.30
 - Fri – 9.00-1.00
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- We will work with parents to ensure that as far as possible the hours/sessions that can be taken as free provision are convenient for parents' working hours.

 - We keep a place vacant, if this is financially viable, to accommodate an emergency admission.

 - Our setting and its practices are welcoming and make it clear that fathers, mothers, other relations and carers are all welcome.

 - Our setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability - whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.

 - We support children and/or parents with disabilities to take full part in all activities within our setting. Please refer to the SEND/Inclusion Policy concerning the SEND support on

offer to children and how we support families to choose the right setting for their child with SEND.

- We aim to identify all children that may attract any additional funding such as EYPP, DAF, SEND Inclusion Fund and any locally available funding streams with a view to submit a claim/application to support and improve their outcomes.
- We monitor the needs and background of children joining our setting on the Registration Form, to ensure that no accidental or unintentional discrimination is taking place.
- We share and widely promote our Valuing Diversity and Promoting Equality Policy.
- We consult with families about the opening times of our setting to ensure that we accommodate a broad range of families' needs.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
- Failure to comply with the terms and conditions may ultimately result in the provision of a place being withdrawn.

Before a child starts at the Pre-school parents will be invited to bring their child to a session during which the children can play and parents can ask questions of staff, Parents will be given access to the Pre-school policies and any other useful information related to the pre-school.

As part of the registration process, parents/carers will be required to provide documentation to evidence their child's date of birth. This is to confirm they have reached the eligible age for the free entitlements. A copy will not be retained, but may be requested again at a later date.

During the settling in period when a child starts Pre-school a member of staff will talk to the parent about their child and the parent may stay with their child for as long as they feel necessary in consultation with the staff.

We appreciate that some children have comfort items such as dummies, blankets etc and these will be discussed with the parent/carer during the settling in period.

1.3.3 Valuing diversity and promoting equality

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognize that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins; while others may be more removed from close kin, or may live with other relatives or foster carers.

Some children have needs that arise from disability or impairment, or may have parents that are affected by disability or impairment. Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

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

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

Procedures

Admissions

Our setting is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We base our Admissions Policy on a fair system.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act (2010). These are:
 - Disability;
 - Race;
 - Gender reassignment;
 - Religion or belief;
 - Sex;
 - Sexual orientation;
 - Age;
 - Pregnancy and maternity; and
 - Marriage and civil partnership.

- We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.
- We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behavior by staff or parents whether by:
 - Direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
 - Indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
 - Association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
 - Perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation because of their mannerisms or how they speak.
- Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behavior are unacceptable on, or around, the premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behavior and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

Employment

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

Training

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

for Valuing Diversity and Promoting Equality.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is accessible as possible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- Making children feel valued and good about themselves and others;
- Ensuring that children have equality of access to learning;
- Undertaking an access audit to establish if the setting is accessible to all children;
- Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognizing the different learning styles of girls and boys;
- Positively reflecting the widest possible range of communities in the choice of resources;
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- Celebrating a wide range of festivals;
- Creating an environment of mutual respect and tolerance;
- Differentiating the curriculum to meet children's special educational needs;
- Helping children to understand that discriminatory behavior and remarks are hurtful and unacceptable;
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we develop means

to ensure their full inclusion.

- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.
- We take positive action to encourage disadvantaged and under-represented groups to use the setting.

Food

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

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- We positively encourage all those involved in the care of the child to visit the setting and contribute to their learning.
- Information about meetings is communicated in a variety of ways – written, verbal, and in translation – to ensure that all mothers and fathers have information about, and access to, the meetings.

Monitoring and reviewing

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

1.3.4 Observation and assessment policy

We aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

The following documents should be read in conjunction with this policy: Admissions Policy, Health and Safety Policy, Equal Opportunities Policy; Behaviour Policy; Parents as Partners Policy;

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Children develop and learn in different ways and at different rates**

Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Have a key person approach to develop close relationships with individual children
- Provide a secure and safe learning environment indoors and out

Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We work as a team to plan continuous provision. These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses. We use tapestry to record children's interests and plan activities based on these observations and plan next steps to enhance the children's learning.

Children have whole group and small group times which increase as they progress through the EYFS. The curriculum is delivered using a play-based approach as outlined by the EYFS.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating environment to encourage children to free-flow between inside and out.

Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in their own personal learning journey, which are shared with parents. Parents are encouraged to contribute to these documents to provide a detailed account of their child's Pre-School years.

Tapestry

When your child joins pre-school you will be asked to complete an admissions form, a tapestry permission form and also a form about your child, this will include details about people they live with, pets and things they like to do.

We will observe and assess your child and record on our online system called tapestry. Each week we will send you a detailed observation and photographs of your child week at pre-school. This builds a picture of your child's progress and development.

1.3.5 Supporting Children with Special Educational Needs and Disabilities (SEND)

We provide an environment in which all children, with special educational needs and Disabilities (SEND) are supported to reach their full potential. Michelle Yates is the named setting SENDCO and in her absence Ria Mickleburgh (Manager) takes on the role.

- We have regard for the Special Educational Needs and Disability Code of Practice (2015)
- We ensure our provision is inclusive to all children with special educational needs and Disabilities.
- We support parents and children with special educational needs and disabilities.
- We identify the specific needs of children with special educational needs and disabilities at the earliest opportunity and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- We have a responsibility to identify groups of disadvantaged children who attend my setting and will apply for additional funding available locally, if families meet certain criteria. I will use this funding to ensure support is in place to improve children's outcomes.
- I will work with the local authority via 'SEND Local Offer' to ensure information is available locally to parents to ensure they are able to make choices about the right childcare provision for their child with SEND.

Procedures

- We ensure that the provision for children with special educational needs and disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.

- We use the graduated approach system for identifying, assessing and responding to children's special educational needs
- We work closely with the parents of children with special educational needs and disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and disabilities and their families, including in connection with transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs and disabilities.
- We ensure that children with special educational needs and disabilities are appropriately involved at all stages of the graduated approach, taking into account their levels of ability.
- We have systems in place for working with other agencies.
- We use a system for keeping records for children with Special Educational Needs and Disabilities.
- We provide resources (human and financial) to implement our Children With Special Educational Needs and Disabilities Policy.
- We ensure that all staff are aware of our Supporting Children with Special Educational Needs and Disabilities Policy and the procedures for identifying, assessing and making provision for children with SEND.
- We raise awareness of any specialism the setting has to offer. Eg. British Sign Language trained staff.
- We ensure the effectiveness of our special educational needs and disabilities provision by collecting information from a range of sources. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policies annually.

Further Guidance

- SEND Code of Practice for the Early Years (2015)
- Early Years Foundation Stage Statutory Framework.(DFE 2017)
- Working together to Safeguard Children (DFE 2015)

Special Educational Needs and Disability Code of Practice (DFE and DOH 2015)

1.3.6 Achieving Positive Behaviour

Our setting believes that children flourish best when their personal, social and emotional needs are met where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the view 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 our programme for promoting personal, social and emotional development.

Procedures

We have a named person (Ria Mickleburgh) who has overall responsibility for our programme of supporting personal, social and emotional development, including issues concerning behaviour.

- The named person:
 - Keep herself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - Access relevant sources of expertise on promoting positive behaviour within our programme for supporting personal, social and emotional development; and
 - Check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, those used by members of the setting.
- 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 expect all members of our setting – 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. 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.

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 to 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 are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary 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 group, 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 actions and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- We never use physical or corporal punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- 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 our setting leader and are recorded in the child's personal file.
- The child's parent(s) is/are informed on the same day.
- 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.

Children under three years

- When children under three years old behave in inconsiderate ways we recognise that the strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that 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 a 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 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 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 five 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 five, 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 active 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 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.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
- 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 and 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 Special Educational Needs Code of Practice to support the child and family, making the appropriate referrals to a Behavioural Support Team where necessary.

Bullying

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 to another. Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

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 his/her 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 as 'bullies'.
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances 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.

Further Guidance

- Special Educational Needs Code of Practice (DfES 2014)

1.3.7 Healthy Eating Policy

We recognise the importance of establishing healthy eating habits within our Pre-school.

We aim to reduce the intake of food and drink containing sugar and to encourage the children to eat healthily in Pre-school and establish good eating habits in the future.

Drinking water will be available for children at all times during the session.

Children will be encouraged to play outside everyday, weather permitting, as sunshine helps their bodies to make Vitamin D.

Snacks and Lunch time

- All children wash their hands before sitting down to snacks or lunch
- Tables are wiped down with anti-bacterial agent before snack or lunch begins
- At snack times children are offered a portion of fruit and a sweet or savoury biscuit
- All fruit offered at snack time will be washed if not peeled, and cherry tomatoes and grapes will be cut in half to avoid choking
- Milk or water is offered at snack time. Any other drinks will be brought from home in a named container (not fizzy drinks)
- Adults model basic manners. Children will be encouraged to develop good eating skills and table manners. Children are expected to say please and thank you
- A list of dietary requirements are displayed on the cabinet in the cupboard in sight for all staff.
- We keep a record of the food provided at each snack time. Details of any dietary requirements are listed in the front of the file.

1.3.8 Collection of Children Procedures

No child is allowed to leave the Hall until an adult authorised to collect them has arrived. The children wait in the Hall until their name is called by the Leader. No child is released to a stranger, unless a consent form/note has previously been signed by the parent/carer.

No child is to be collected by anybody, other than the parents, under the age of 16 years.

1.3.9 Uncollected Children

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

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

Procedures

- Parents of children starting at the setting are asked to provide the following specific information, which is recorded on our Registration Form:
 - Home address and telephone number – if the parents do not have a telephone, an alternative number must be given, perhaps a neighbor or close relative.
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
 - Who has parental responsibility for the child.
 - Information about any person who does not have legal access to the child.
 - On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
 - On occasions when parents, or the persons normally authorized to collect the child, are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is collecting their child.
 - Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.
 - We inform parents that we apply our child protection procedures in the event that their children are not collected 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 procedures below:
 - The child's file is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work.
 - If this is unsuccessful, the adults who are authorized 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 the setting has closed 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 care team:
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- For full day care, this will be the out of hours duty officer:

- The child stays at the setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
- Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances will staff go to look for the parent, nor 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.
- Ofsted may be informed:
- Our local Pre-School Learning Alliance office/Development Worker may also be informed:

1.3.10 Missing Child

Children's safety is our highest priority, both on and off the 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 goes missing on the premises

- As soon as it is noticed that a child is missing, the key person/staff alerts the setting leader.
- The setting leader calls the Police and reports the child as missing and then calls the parent. The setting leader will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- The setting leader contacts the chair of the committee and reports the incident.
- The chair comes to the setting immediately to carry out an investigation, with the management team where appropriate.

Child goes missing on an outing

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

What to do when a child goes missing on a whole setting outing may be a little different, as parents usually attend and are responsible for their own child.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity, but does not search beyond that.
- The setting leader is contacted immediately (if not on the outing) and the incident is recorded.
- The setting leader contacts the police and reports the child as missing.
- The setting leader contacts the parent, who makes their way to the setting.
- Staff take the remaining children back to the setting.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The setting leader contacts the Chair and reports the incident. The Chair comes to the setting immediately to carry out an investigation with the management committee where appropriate.
- The setting leader or member of staff may be advised by the police to stay at the venue until they arrive.

The Investigation

- Staff keep calm and do not allow the other children to become anxious or worried.
- The setting leader together with a representative of the committee speaks with the parent(s).
- The Chairperson carries 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 write 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/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; the local health 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. Setting leaders need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the setting leader. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the setting leader and the other should be the chairperson of the management committee. 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 chairperson will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.

1.3.11 Looked After Children

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

Children become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).

We recognize that children who are being looked after have often experienced traumatic situations; physical emotional or sexual abuse or neglect. However, we

also recognize that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement.

We place emphasis on promoting children's right to be strong, resilient and listened to. Our policy and practice guidelines for looked after children are based on two important concepts, attachment and resilience. The basis of this is to promote secure attachments in children's lives, as the foundation for resilience. These aspects of well-being underpin the child's responsiveness to learning and enable the development of positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer. This will enable them to cope with further separation, a new environment and new expectations made upon them.

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- In exceptional circumstances, we offer places to two-year-old children who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer, and the placement in the setting will last a minimum of three months.
- We offer places for funded three and four year olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

Procedures

- The designated person for looked after children is the designated child protection co-ordinator.
- Every child is allocated a key worker before they start and this is no different

for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.

- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
- The setting recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider issues for the child such as:
 - Their emotional needs and how they are to be met;
 - How any emotional issues and problems that affect behavior are to be managed;
 - Their sense of self, culture, language(s) and identity – and how this is to be supported.
 - Their need for sociability and friendship.
 - Their interests and abilities and possible learning journey pathway;
 - How any special needs will be supported.
- In addition the care plan will also consider:
 - How information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it is to be recorded and stored.
 - What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed.
 - What written reporting is required;
 - Wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning; and
 - With the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings and fun days etc. alongside the foster carer.
- The settling in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or

without support.

- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- The transition to school will be handled sensitively. The designated person and/or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

1.3.12 Making a complaint

Policy statement

We believe that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly, by an informal approach with Ria Mickleburgh (Manager) or Rowena Croston-Clegg (chair of trustees). If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

Procedures

Our Complaints Policy is issued to all families as part of the registration process. It is also available via our website and upon request.

All settings are required to keep a written record of any complaints that reach stage two and above, and their outcome. This is to be made available to parents, as well as to Ofsted inspectors on request. A full procedure is set out in the Pre-school Learning Alliance publication Complaint Investigation Record For resolving and recording complaints (2015) which acts as the 'summary log' for this purpose.

Where parents/carers are not satisfied that their child is receiving the free entitlement in the correct way (as set out in this funding agreement and in Early Education and Childcare Statutory guidance for local authorities), a complaint can be submitted directly to Ria Mickleburgh (manager) or Rowena Croston-Clegg (Chair of Trustees).

Making a complaint

Stage 1

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

Stage 2

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

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the leader and the chairperson of the committee]. The parent may have a friend or partner present if they prefer and our leader should have the support of the management team.
- An agreed written record of the discussion is made, as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record.

Stage 4

- If at the stage three meeting the parent cannot reach agreement with us , we invite an external mediator to help to settle the complaint. This person should be

acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but can help us to define the problem, review the action so far and suggest further ways in which it might be resolved.

- The mediator keeps all discussions confidential. S/he can hold separate meetings with us and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

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

The role of the Office for Standards in Education, Children's Services and Skills (Ofsted) and the Local Safeguarding Children Board

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
- Parents can complain to Ofsted by telephone or in writing at:
Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD
Tel: 0300 123 1231
- These details are displayed on our notice board.
- If a child appears to be at risk, we follow the procedures of the Local Safeguarding Children Board.
- In these cases, both the parent and our setting are informed and our Leader works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

Records

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

1.3.13 Rota Duty Policy

Parents/carers are welcome to help at Pre-school sessions. This allows the parent/carer to be regularly involved and also gives a chance to get an insight into the facilities available and how they are managed. If a parent/carer does not wish, or is unable to help during sessions they may like to discuss other ways in which they could help.

We have a washing up rota and ask that parents take their turn washing up at the end of the session.

All visitors to Pre-school (for any reason) must sign the visitors book and record their time of entry and time of leaving.

Parents/carers when acting as parent helper are not permitted to accompany any child other than their own to the toilets or to change another child's nappy unless they have been police checked.

1.3.14 Committee Membership

The Pre-School Committee is responsible for running the Pre-school and meets once a month or as necessary.

Volunteers run the Committee. At least 60% of the Committee must have children currently at, or soon to attend the Pre-school. The Committee always welcomes new members. If you would like to join the Committee please speak to a member of staff or a Committee member.

Committee members work closely with the staff in the setting including spending time in the setting and monitoring the daily running of the setting.

Any private matter raised with the Committee regarding a child at a Pre-school will remain confidential to the Committee and staff in the setting.

1.3.15 Fundraising

Fundraising events are organised by the Committee and Leaders, who are responsible for organising and promoting the event.

Events are organised as and when required.

Social events are organised in the same way as fundraising events and are open to members of the public in addition to all parents/carers and friends of the children.

Parents/carers are generally not requested to assist with these events, however, any help offered is gratefully received.