

## Policies for Saltwood Play and Learning Centre

This is not a complete list. Please ask centre manager to view all policies

### Children's rights and entitlements

#### Policy Statement

- We promote children's right to be *strong, resilient and listened to* by creating an environment within the setting that encourages children to develop a positive self image, which includes their heritage arising from ethnicity, languages, religious beliefs, cultural beliefs and family makeup.
- We promote children's rights to be *strong, resilient and listened to* by encouraging children to develop a sense of autonomy and independence.
- We promote children's right to be *strong, resilient and listened to* by enabling children to have the self confidence and the communication skills (verbal and non verbal) 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 principals of safeguarding all our children.

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 upon;
- Safe and valued as individuals in their families and in relationships beyond the family, such as nursery.
- Self assured and form a positive sense of themselves – including all aspects of their identity and heritage.
- Included equally and belong in the early years settings and in community life.
- Confident in abilities and proud of their achievements
- Progressing to the best of their own optimal ability in all aspects of their development and learning
- Part of a peer group in which to learn to negotiate, develop social skills and identify as global citizens, respecting the rights of others in a diverse world
- Participate and be able to represent themselves in aspects of the setting 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 challenges and change
- Have a sense of justice towards themselves and others
- To develop a sense of responsibility towards self and others
- To be able to represent themselves and others in key decision making processes.

To be 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
- Adults respect children's rights and facilitate children's participation and representation throughout all areas and aspects of the setting

### Achieving Positive Behaviour Policy

Statutory Framework:

Statutory Framework for the Early Years Foundation Stage 2014: Learning and Development (1.5); Safeguarding and Welfare Requirements (3.2, 3.6, 3.52)

Policy statement

Saltwood Play and Learning Centre believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views 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.

#### Procedures

The manager/supervisor of each service has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. These are Jessica Edmed, Breda Devanny (Breakfast club) and Julie Goodbun (afterschool club). Our SENCO Jessica Edmed and Emma Mapp will also support children with any behavioural issues within the nursery.

They will:

- Keep 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 the programme for supporting personal, social and emotional development ; and
- Check that staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- 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 nursery.
- 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 the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of the nursery - 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.

#### 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 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 action 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 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 is 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 the age of 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 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 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 rough and tumble 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. Some 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 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. 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.
- 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, 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 nursery;
  - 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

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.

While every effort is made by staff for children to achieve positive behaviour, situations may arise where the manager/trustees along with advice from specialist services may need to review a child's suitability for the setting.

In severe circumstances we reserve the right to review a child's placement at our provision.

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## **ADMISSIONS POLICY**

### Statement of intent

It is our intention to make Saltwood Play and Learning Centre accessible to children and families from all sections of the local community.

### Aim

We aim to ensure that all sections of our community have access to the services offered at the Centre, through open, fair and clearly communicated procedures.

In order to achieve this aim, we operate the following admissions policy:

- We ensure that the existence of Saltwood Play and Learning Centre is widely advertised in places accessible to all sections of the community i.e Children's Centre, Library, Village Hall and on the internet.
- We ensure that information about our services are accessible – in written, electronic and spoken form.
- We welcome all parents/carers to visit our setting prior to applying for a place.

### Procedure for new admissions and allocations of sessions for existing children in the Nursery

#### Admissions for New Children

- We accept applications for all children with a view to starting from the age of two years of age and above
- We arrange our waiting list in order upon receipt of a completed registration form.

#### Allocation of Sessions

All existing families are encouraged to register their interest for additional/extended sessions as soon as possible which will be recorded on our waiting list. Places are allocated

according to the following procedure:

- We prioritise and allocate places first to children who already attend our Nursery. These will be offered in chronological order on receipt of the request. These may be afternoon or morning sessions. We will take into account preferences of sessions and will do our best to offer these, depending to availability.
- New children will then be offered any remaining places in order of the following criteria:
  1. Any siblings already attending and where an alternative session can be offered to existing children which may not be their first preference of day or time.
  2. In chronological order of receipt of registration.

We operate in accordance with KCC admissions timeline.

#### Funded places

- SPLC offers FF2 – Free for two funding, Universal Funding and Extended funding.
- FF2: Parents will be informed on application about FF2 and if eligible encouraged to apply. Once confirmed the manager will claim for up to 15 hours a week (depending on child's hours).
- Universal and extended funding will/may be available for children the term after they turn 3 years. (Term 1, Term 3 and Term 5)
- Parents will be asked to complete a parental declaration form before any funding claim is made.
- Parents will be informed about universal and extended funding before they are eligible so they can make a decision about what to apply for and any changes in hours.
- Parents are required to apply themselves for extended funding and complete the Parental declaration form before the cut off date set by KCC.
- SPLC will sign and adhere to procedures set out in the KCC provider agreement
- Parents will be made aware of the privacy notice before signing the parental declaration
- Parents will be required to sign the parental declaration before the beginning of each term (Autumn, Spring, Summer)
- Children are able to use their funded hours at several settings and SPLC will work in conjunction with other settings to ensure that families are getting the best use of their funded hours.
- Parents are not required to pay deposits or provide a notice period for funded hours
- SPLC asks for a voluntary contribution payment for funded sessions.
- Parents are provided with a statement to see how many hours they are using.
- Where a child moves setting during a funded period MI (Management information- KCC) will pay funding for the term based on the first claim received at headcount. This funding will not be transferred if a child moves from one setting to another. Parents do have a right to appeal and should contact the Kent Children & Families Information Service (KCFIS) in this instance. Providers should make parents aware that except in exceptional circumstances movement of children between settings after the designated headcount week will result in them being charged by the new provision. Providers receiving a child from another setting after the designated headcount week should also contact the previous provision to ask if they are willing to transfer the funding before recommending the route of appeal to a parent.

#### Procedure for Settling in

We aim to have a home visit for each family enrolling at Saltwood Play and Learning Centre. This will be carried out by the child's key person and buddy if possible. This is an opportunity for staff to communicate the daily routine to the parents and ensure they are aware of what the child needs to bring to nursery. Any other information will also be discussed such as SENCo requirements, health care plans, allergies and/or safeguarding history as well as establish starting points for the child.

The child will be offered settling in visits in which the parent and key person decide what is best for the child. For example settling in slowly, a parent may wish to stay for the first session etc.

#### Procedure for new admissions and allocation of sessions for children at Breakfast and 321 After school club

Both Breakfast and 321 Club are registered for twenty-four children between the ages of four and eight who are in full-time school.

A waiting list will come into operation on a first come, first served basis depending on meeting the admission criteria. All parents, who wish their children to use the clubs, even in an emergency, must register their child/ren by completing the registration forms and returning to the supervisor.

#### Breakfast Club & 321 Club Admission Criteria

Places will be allocated as listed in the order below:

1. Full-time (5 days per week)
2. Part-time (regular)
3. Part-time (irregular)
4. Variable bookings
5. Last minute bookings.

Preference will be given in each of the above categories, according to the following criteria and the order shown:

- A. Existing users, both full and part-time, from the last booking period

## B. Children with siblings already attending the 321 Club/ Breakfast Club

### Opening Times

Breakfast Club : 7.45am to 8.40am

321 After School club 3.20 to 6.00pm

(Monday to Friday-Saltwood School term days only)

### Bookings

Bookings are dependent on registration and availability of places. Places will be allocated in accordance with the admissions criteria. Each term notice will be given, in writing, of the date when sessions may be pre-booked for the following term.

(No requests will be considered prior to this date)

No child can be accepted without a relevant registration form, completed for the upcoming term.

All booking forms must be returned to the Breakfast /321 Club at the Saltwood Play and Learning Centre.

### Charges / Payment

Please see current application forms for daily and termly rates.

Cheques should be made payable to Saltwood Play and Learning Centre. (Please write your child's name on the back of the cheque.) Cheques should be handed in to the Centre or sent to *The Business Manager, SPLC Building, Saltwood CE Primary School, Grange Road, Saltwood, Hythe, Kent CT21 4QS.*

Please note we are unable to offer refunds for unused sessions and in the event of enforced closure of the centre (e.g. due to weather) NO refunds can be given.

Weekly and cash payments *in advanced* are permitted and we do accept childcare vouchers.

We cannot guarantee a place without payment so please let us know if there is likely to be any delay with your payments.

Failure to pay invoices within 2 weeks of the invoice date may result in an administration charge (10% of invoice value) being levied. Regular late payments may require the Centre to request the advance payment for any child places or even the cancellation of these places.

Fees will be collected at the beginning of each term. Regular users will be billed termly. Casual and emergency places will be payable on the day.

### Cancellation, Illness and Absence

Parents must inform the Club/Supervisor by telephone, if their child will be absent that day due to illness, attending afterschool activities or going home with other friends and families. This will allow someone else to fill the place.

Additionally, the Supervisor will be expecting all children on the register to attend and is responsible for their safety and welfare after school hours. Therefore, to comply with our Safeguarding Requirements, it is imperative the setting is told if children are not due to attend.

### **Saltwood School will not be responsible for informing the Club of any absences.**

If a child is unwell or suffering from an infectious illness which has caused him/her to be absent from school during the day, he/she should not normally attend the After School Club. If a child becomes unwell during club hours, the staff will contact parents. If they can not be contacted, the designated contact person(s) will be called to take the child home. This will be recorded; stating date and time of onset of the illness.

N.B The School office is unable to assist with the booking, as they have no access to information regarding Breakfast and 321 Club places. Parents must not contact the school office regarding either Club.

The Saltwood Play and Learning Centre:

- We will do our utmost to accommodate an emergency admission.
- Describing and operating the group in ways that do not discriminate in accordance with the Equality Act 2010. Including parents or other carers, and without discrimination between cultural, ethnic, religious or social groups, grounds of disability or competence in spoken English.
- We monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.
- We make our equal opportunities policy widely known.
- We strive to be as flexible as possible about attendance patterns to accommodate the needs of individual children and families.
- We may contact any previous setting a child has attended to obtain any relevant information that will help a child to settle in or progress within our Nursery with parent consent.

## **Special Educational Needs and Disability (SEND) Policy**

### Statutory Framework:

The Revised Statutory Framework for the Early Years Foundation Stage 2014

Special Educational Needs and Disability Code of Practice:0-25 years 2014

### Legal Legislation:

Equality Act 2010

Children and Families Act 2014

Working Together to Safeguard Children 2013

Statement of intent

Saltwood Play and Learning Centre believe all children are entitled to an education that enables them to achieve to the best of their abilities and become confident young children with a growing ability to communicate their own views. All children need to be given the opportunity to progress and develop. We have high aspirations for children with Special Educational Needs and Disabilities and welcome them into our setting; ensuring we strive to meet all of their needs; including:

- social, emotional, and mental health
- cognitive and learning
- communication and interaction
- sensory and physical needs.

'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 him or her.'

Our aims are to:

- Appoint a designated person to be responsible for co-ordinating SEN provision. The Nursery SENCO is Jessica Edmed and Emma Mapp.
- The Breakfast Club Supervisor, Breda Devanny and Afterschool Manager, Julie Goodburn are responsible for children in their provision; they work closely with Jessica Edmed and Saltwood School's SENCO, Hannah Keep.
- Assign each child with a Key Person and Buddy, who will use observations and assessments to identify any emerging and existing difficulties and additional needs.
- Follow and adhere to key directives set in the SEND Code of Practice, EYFS Statutory Requirements 2014 and The Best Practice Guidance.
- Work closely with parents and carers to find ways to support the child and aim for an agreed approach to special education provision.
- Create a stimulating indoor and outdoor environment that is accessible to all children, which promotes all areas of learning as stated in the Early Years Outcomes guidance of the EYFS.
- Ensure all children feel valued and included in the setting's daily activities, routines and decisions by listening and respecting their views and opinions.
- Work alongside other professional agencies, such as: Equality and inclusion staff, Health Visitors, Speech and Language Therapists, Occupational Therapists, Portage Workers, Educational Psychologists, and Specialist Teachers; to identify effective strategies and interventions or equipment needed to support the child in the setting.
- Monitor and review our practice and provision and, if necessary, make adjustments.

In order to achieve these aims, we operate the following Special Educational Needs and Disability Policy:

- We provide a statement showing how we provide for children with SEN or disabilities.
- We ensure that the provision for children with SEN or disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity. Please see our Admission Policy.
- We ensure that our physical environment is as far as possible suitable for children with disabilities. We will make every effort to provide specialist equipment if this is required.
- We respect and maintain our Confidentiality Policy with regard to all our children and families.
- We work closely with parents of children with SEN or disabilities to create and maintain a positive partnership; ensuring parents are actively supported in contributing to needs assessments, developing and reviewing Targeted Plans. Children's progress and achievements are shared with parents on a regular basis. Please also see our Parental Involvement Policy.
- We liaise with other professionals involved with children with SEN or disabilities and their families, including transition arrangements to other settings and schools.
- The setting SENCo will attend LIFT meetings when required as well as local SENCo forums to keep up to date with information and training being offered.
- We use the graduated response system from the SEND Code of Practice for identifying, assessing and responding to children's special educational needs. We initially make adjustments to activities using different strategies to support the child. If the child continues to need support we use a Personalised Plan to help the child move forward in liaison with parents. If a child is making little progress from strategies put in place, other professionals will be called upon such as the equality and inclusion team and the setting SENCo will represent the child at the next available LIFT meeting and necessary arrangements and referrals will be made, such as: Advisory Teachers, Speech Therapists and Educational Psychology Service etc. Strong relationships between such services and the family will support the child further.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual Personalised Plans and Health Care Plans for children with SEN or disabilities; ensuring children and their parents are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

- If it is felt that a child's needs cannot be met in the Centre without support of a one-to-one worker, funding will be sought to employ one.
  - We will work together with other settings or childrens' centres if the child attends.
  - We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
  - We raise awareness if a member of staff has specialist training in any area of SEN/disabilities eg. Makaton signing.
  - We monitor and review the effectiveness of our provision by collecting information from a range of sources eg. Targeted and Personalised Plans reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
  - We provide a complaints procedure.
  - Our Staff welcomes support and training from the Quality and Inclusion team, when needed.
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### **Making a complaint**

#### Policy statement

Saltwood Play and Learning Centre believes 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 the services and will give prompt and serious attention to any concerns about the running of the Centre. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

#### Procedures

All settings are required to keep a 'summary log' of all complaints that reach stage two or beyond. This is to be made available to parents as well as to Ofsted inspectors.

#### Making a complaint

##### Stage 1

- Any parent who has a concern about an aspect of the Centre's provision talks over, first of all, his/her concerns with their child's key person or the centre manager.
- Most complaints should be resolved amicably and informally at this stage.

##### 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 to the centre manager and the trustees
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the complaints folder; the form may be completed with the person in charge and signed by the parent.
- The Centre stores written complaints from parents in the complaints file.
- When the investigation into the complaint is completed, the centre manager or meets with the parent to discuss the outcome.
- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.

##### Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the setting manager, and member(s) of the board of Trustees
- The parent should have a friend or partner present if required and the manager should have the support of a Trustee
- An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

##### Stage 4

- If at the stage three meeting the parent and setting cannot reach agreement, an external mediator is invited 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 to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators. For parents of children attending Saltwood School then mediators will be the same as used in a school setting.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with the setting personnel 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, the manager and the head trustee 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, Early Years Directorate (Ofsted) and the Local Safeguarding Children Board

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundation Stage are adhered to.
- The number to call Ofsted with regard to a complaint is: 0300 123 1231
- These details are displayed on our setting's notice board.
- If a child appears to be at risk, the Centre follows the procedures of the Local Safeguarding Children Board in our local authority.
- In these cases, both the parent and setting are informed and the manager 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 against the setting and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in the Summary Complaints Record which is available for parents and Ofsted inspectors on request.

## **Health and safety**

### Statutory Framework:

The Revised Statutory Framework for the Early Years Foundation Stage 2014

- Staff:child ratios-3.28
- Staff qualifications, training, support and skills-3.20
- Safety and suitability of premises, environment and equipment-3.54, 3.55
- Premises-3.57, 3.58, 3.59, 3.60, 3.61, 3.62, 3.63
- Risk assessment-3.64

### Legal Framework:

Health and Safety at Work Act (1974)

Management of Health and Safety at Work Regulations 1992

Electricity at Work Regulations 1989

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

Manual Handling Operations Regulations 1992 (as amended)

Health and Safety (Display Screen Equipment) Regulations 1992

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Saltwood Play and Learning Centre aims to ensure the health, safety and welfare of all staff, children, visitors and families who may be affected by SPLC's activities. The Health and Safety at Work Act 1974 and the Workplace (Health, Safety and Welfare) Regulations 1992 and their associated Approved Code of Practice (ACoP) and guidance will be complied with at all times.

### Policy statement

Saltwood Play and Learning Centre believe that the health and safety of children is of the utmost importance.

- We create an indoor and outdoor environment that is safe and without risk to health; minimising hazards for children, parents, staff, volunteers and visitors. All staff will always strive to go beyond the minimum statutory standards to ensure that health and safety remains the first priority in line with the Early Years Foundation Stage Welfare Requirements 2014.
- Prevent accidents and cases of work-related ill health.
- Use, maintain and store equipment safely.
- Ensure that all staff are competent in the work in which they are engaged.
- Ensure adequate staff:child ratios are maintained at all times.

### Responsibilities of the Registered Person, the Manager and Staff

The Registered Person holds ultimate responsibility and liability for ensuring that the Centre operates in a safe and hazard free manner. The Registered Person – along with the Manager – is responsible for ensuring that staff both un-

understand and accept their responsibilities in relation to health and safety procedures. The Registered Person and Manager will ensure that adequate arrangements exist for the following:

- Monitoring the effectiveness of the Health and Safety policy and authorising any necessary revisions to its provisions.
- Providing adequate resources, including financial, as is necessary to meet Saltwood Play and Learning Centre's health and safety responsibilities.
- Providing adequate health and safety training for all staff when deemed necessary.
- Ensuring that all accidents, incidents and dangerous occurrences are adequately reported and recorded (including informing the Health and Safety Executive, and Ofsted, where appropriate).
- Reviewing all reported accidents, incidents and dangerous occurrences, and SPLC response, to enable corrective measures to be implemented.
- Ensuring that all staff, students, volunteers and any other adult who come into contact with children at the Setting have appropriate and up to date Disclosure and Barring Service (DBS) checks.

The designated members of staff responsible for health and safety are

Paul Newton – Registered Person

Jessica Edmed–Nursery;

Julie Goodbun- 321 Afterschool club;

Breda Devanny-Breakfast Club.

The Manager will ensure that:

- An additional designated member of staff is made jointly responsible with them for the health and safety and risk assessment provisions at the Centre, as set out in this and other policies.
- Regular safety inspections are carried out and the reports accurately logged.
- Any action required as a result of a health and safety inspection is taken as rapidly as possible.
- Information received on health and safety matters is distributed to the Registered Person and all members of staff.
- An investigation is carried out on all reported accidents, incidents and dangerous occurrences.
- Staff are adequately trained to fulfil their role within the Health and Safety policy.

However it is vital to ensure that health and safety matters are taken seriously by all members of staff and other persons who are affected by the daily activities of SPLC. Therefore it is necessary to:

- Have regard for the Health and Safety policy and their responsibilities under it.
- Have regard for any health and safety guidance issued by the Manager or the designated member of staff, and act upon it whenever appropriate.
- Take reasonable care for their own health and safety as well as of other persons who may be affected by their acts or omissions at work.
- Take all reasonable care to see that the equipment and premises that are used by children, and the activities that are carried out are safe.
- Report any accidents, incidents or dangerous occurrences that have led to, or may in the future be likely to lead to, injury or damage, and assist in the investigation of any such events.
- Undergo relevant health and safety training when instructed to do so by the Manager.

Staff who are found to have blatantly disregarded safety instructions or recognised safe practices will be subject to the procedures laid out in the Staff Disciplinary Procedures policy.

#### Insurance cover

The Children Act 1989 and the Health and Safety at Work Act 1974, place a number of legal responsibilities on Saltwood Play and Learning Centre. Therefore, SPLC has insurance cover appropriate to its duties under this legislation, including Employer' Liability Insurance. Responsibility will, in most cases, rest with SPLC, but staff will take reasonable care, both for themselves, children and other people who may be affected by their acts or omissions at work. If SPLC is held responsible for any incident that may occur, public liability insurance will cover compensation.

The certificate for public liability insurance is displayed on: The notice board in the entrance of the building.

#### Liability

Under provisions contained in the Occupiers Liability Act 1957, the Centre has a duty to ensure that both children and any visitors are kept reasonably safe. The parties named in the wording of the premises contract are responsible for this duty.

Saltwood Play and Learning Centres full responsibilities and procedures in respect of Health and Safety are contained in this policy, alongside the relevant sections of the following policies:

- Staffing
- Physical Environment
- Equipment
- Risk Assessment
- Site Security
- Fire Safety
- Visits and Outings

- Health, Illness and Emergency
- Hygiene
- Managing Behaviour
- Child Protection
- Documentation and Information

#### 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.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the Nursery.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- We operate a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

##### Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- The sickness of staff and their involvement in accidents is recorded.
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals. This states what the risks are and what to do if they have contact with eyes or skin or are ingested. It also states where they are stored.
- We keep all cleaning chemicals in their original containers.

##### Windows

- Low level windows are made from materials that prevent accidental breakage or are made safe.

##### Doors

- We take precautions to prevent children's fingers from being trapped in doors.

##### Floors

- All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.

##### Electrical/gas equipment

- All electrical equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

##### Storage

- All resources and materials from which children select are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

##### Outdoor area

- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- All outdoor activities are supervised at all times.

##### Hygiene

- We regularly seek information from the Environmental Health Department and the Health Authority 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 setting which includes play room, kitchen and toilets
  - The toilet area has a high standard of hygiene including hand washing and drying facilities
- . We implement good hygiene practices by:

- cleaning tables between activities;
- cleaning toilets regularly;
- wearing protective clothing - such as aprons and disposable gloves - as appropriate;
- providing sets of clean clothes;
- providing tissues and wipes; and
- Ensuring individual use of paper towels.

#### Activities and resources

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- 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.

#### Pregnancy and post trauma

If staff need support at work for a period of time, either through pregnancy or recovering from an operation then they are required to fill out a Personal Risk Assessment Form. This will indicate the duties that they feel unable to undertake at this time and it will be reviewed on a regular basis.

### Confidentiality policy

#### **Statutory Framework:**

The Revised Statutory Framework for the Early Years Foundation Stage 2014

- Information and Records 3.68, 3.67, 3.68, 3.70, 3.71
- Information to be provided to the local authority 2.11

#### **Legal Legislation:**

Data Protection Act 1998

#### Statement of intent

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 within the nursery. We ensure information is not shared without prior consent about children, staff and parents outside of the setting. This includes the use of Facebook and other social network sites. It is paramount that children's identity and welfare is protected at all times.

#### Aim

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.

#### Methods

We keep two kinds of records on children attending the playgroup.

#### 1. Developmental records/ Learning Journey's/ Reports

- These include observations of the children whilst they are attending the nursery, samples of their work, and summaries of their development and records of achievements.
- They are kept in the child's personal drawers and can be accessed by parents and Key person's at any time to contribute to their learning progress.
- Children logged onto Tapestry: These developmental records are kept online and are password protected. The child's key person, manager of the setting and parents/carers have access to this online journal. Passwords are never shared and the tablets used to access these online journals are kept locked in the office when not in use. No information is stored on the tablets.

#### 2. Personal records

These include:

- Registration and admission forms, funding parental declarations and signed consents. These are kept in a file in the lockable cupboard in the office.
- Correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters. These are kept in individual, confidential files in the lockable filing cabinet in the office.
- Parents have access, in accordance with the access to records procedure, to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of a key person.

#### Information Sharing

- There are times when we are required to share information about a child or their family. These are when:
  - there are concerns a child is or may be suffering significant harm
  - the 'reasonable cause to believe' a child is or may be suffering significant harm is not clear
  - there are concerns about 'serious harm to adults' (such as domestic violence or other matters affecting the welfare of the parents)
  - We explain to families about our duty to share information for the above reasons.
  - Where we have concerns as above, we would normally gain consent from families to share. This does not have to be in writing, but we will record in the child's file that we have gained verbal consent as a result of discussing a concern that we need to refer to a social care agency.
  - We do not seek consent from parents to share information where we believe that a child, or sometimes a vulnerable adult, may be endangered by seeking to gain consent. For example where we have cause to believe a parent may try to cover up abuse, or threaten a child.
  - Where we take a decision to share information without consent that is recorded in the child's file and the reason clearly stated.
  - Where evidence to support our concerns are not clear we may seek advice from our local safeguarding team.
  - We only share relevant information that is accurate, factual, non-judgemental and up to date.
  - Staff are prohibited to share any information about children, families, staff and the setting on any social networking sites.

#### Other records

- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students attending the nursery also have a full induction and are advised of our Confidentiality Policy and are required to adhere to it.

#### Access to personal records

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

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the playgroup supervisor.
- The manager informs the head trustee and sends a written acknowledgement.
- The Nursery commits to providing access within 14 days- although this may be extended.
- The manager and the head trustee prepare the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. A copy of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records.
- It also includes workers from any other agency, including social services, the health authority etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/ refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The setting Manager and head trustee 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 invited in to discuss the contents. The file should never be given straight over, but should be gone through by the manager, so 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 nursery, which is to the safety and well-being of the child. Please see our child protection policy.

All Staff and families at SPLC also need to read and agree to a privacy policy.

### **Parental Involvement Policy**

Statutory Framework:

The Revised Statutory Framework for the Early Years Foundation Stage 2014: : Learning and Development Requirements (1.11, 1.2, 1.6); The areas of Learning Development (1.6, 1.10); Assessment (2.1, 2.2, 2.3, 2.4, 2.5); Key Person (3.27); Before and after school provision (3.4).

Special Educational Needs and Disability Code of Practice:0-25 years 2014

Legal Legislation:

Children and Families Act 2014

Working Together to Safeguard Children 2013

Statement of intent

Saltwood Play and Learning Centre believe that children benefit most from early years education and care when parents and the nursery work together in partnership.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives.

'Parents' also includes same sex parents as well as foster parents or anyone with parental responsibility.

'Parental responsibility' is defined as *all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.*

Aim

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the Nursery. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early years settings – these include fathers, parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will ensure all parents are included.

Method

We will meet these aims through the following procedure whereby we:

- develop a means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children
- Information is passed to parents via e-mail, letters and displays on the Parent's Board
- we consult with all parents to find out what works best for them
- ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families
- inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them
- encourage and support parents to play an active part in the governance and management of the setting
- inform all parents on a regular basis about their children's progress
- involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records
- provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting
- inform parents about relevant conferences, workshops and training
- consult with parents about the times of meetings to avoid excluding anyone
- provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language
- hold meetings in venues that are accessible and appropriate for all
- welcome the contributions of parents, in whatever form these may take
- inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure
- provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home

### **Healthy Eating: Food and drink policy**

Statutory Legislation:

## Statutory Requirements of the Early Years Foundation Stage 2014- Food and drink (3.47)

### Statement of intent

Saltwood Play and Learning Centre regards snack and meal times as an important part of its session/ day. Meal times are an opportunity to sit as a group; resembling family meal times to discuss healthy eating, and any other views the children may have about their day. We believe that eating healthily contributes to the overall physical, emotional and mental development in children.

### Aim

We aim to provide nutritious food, which meets the children's individual dietary needs and encourage families to provide a healthy packed lunch for Nursery children who stay for the lunch session. We aim to meet the full requirements of Ofsted's Care Standards on Food and Drink (Standard 8).

We encourage independence through making choices, serving food and drink and feeding themselves.

### Procedures

- Before a child starts at the setting, we find out from parents if their child has any special dietary requirements; including any cultural, religious or medical reasons, preferences or food intolerances and allergies. We display up to date information about a child's dietary needs on the inside of the kitchen cupboard door, so all staff and volunteers are fully informed about them.
- Information about each child's dietary needs is recorded in her/his registration record and parents sign 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.
- We implement systems to ensure that children receive only food and drink which is consistent with their dietary needs and their parents' wishes.
- We plan menus in advance, involving children and parents in the planning.
- We display the snack menus on the kitchen window to keep parents informed.
- We provide nutritious food at all meals and snacks, avoiding large quantities of fat, sugar and salt and artificial additives, preservatives and colourings.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a nut allergy.
- We provide a vegetarian/vegan alternative on days when meat or fish are offered and make every effort to ensure Halal meat or Kosher food is available for children who require it.
- We organise meal and snack times so that they are social occasions in which children and staff 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 which are appropriate for their ages and stages of development and which take account of the eating practices in their cultures.
- Parents provide children with a water bottle. We encourage to fill with water. The bottles are placed in a tray which is accessible to children throughout the day. Staff will monitor and refill when needed.
- Milk is provided by the government for every child under 5. This is offered to the children at snack times and breakfast. For children who cannot have dairy we provide an alternative such as rice, oat and almond.
- Packed lunches are provided by parents for nursery children attending the afternoon session. We encourage parents to provide healthy food with no nuts and no fizzy drinks.
- We do not reheat food for children
- Ensure staff sit with the children to eat their lunch so mealtime is a social occasion and resembles family mealtime; encouraging appropriate conversations and discussions on eating healthy.

### **Managing Children with Allergies or who are Sick or Infectious and Managing Medication Policy**

#### Statement of intent:

We provide care for children and promote good health through identifying allergies and preventing contact with the allergenic substance. We also strive to prevent cross infection of viruses and bacterial infections.

#### Our Aims are to:

- Ensure all children and staff remain healthy and safe in our care.
- Collate necessary medical information about each child from their main carer prior to starting the setting and review periodically.
- Ensure all staff are aware of the procedures to administer medicine and are trained to recognise signs of sickness and allergic reactions.
- Adhere to the clear directives of the EYFS Statutory Requirements

#### Procedures for Children with Allergies

Parents are encouraged to disclose any information in regards to the child's health on the Registration Form prior to starting. This form is kept in the child's personal file and a copy of any health care plans are displayed in the Medication File where staff can easily access them. All staff working with children are made aware of any allergies or illnesses.

Staff are trained in how to administer any special medication. All medicine administered must be prescribed to the child.

Under no circumstances do we administer medicine that does not have the child's details on the package or bottle. The only exception would be in the case of an emergency call and we have been advised by healthcare professionals to do so.

If a child has an allergy, or has ongoing medical treatment which requires regular medicine, a SPLC health care plan assessment form is completed to detail the following:

Allergic reaction

- The allergen, the substance that the child is allergic to.
- The symptoms and reactions e.g rash, swelling, breathing problems etc.
- What to do in case of an allergic reaction, including how to use prescribed medication, e.g. EpiPen
- Control measures – how can contact be prevented.

Administering medicine

- Name of the child
- Description of the medicine
- Dosage required
- Signature of consent from the parent
- Symptoms of possible side effects

It is imperative:

- All medicines must be prescribed for the child.
- All medicines are to be handed to a member of staff at the beginning of the child's nursery day.
- No medicines should be left in the bags of any children.
- All parents/carers will be asked to sign the medicine form, stating the time and dosage which they wish to be administered to their child, as well as any special instructions or concerns.
- The medicine will be stored in the locked cabinet in the office or in the refrigerator.
- The Medication Record will then be administered by two members of staff, stating the accurate time.
- At the end of the day, parents are expected to collect the medicine and sign the Medicine form as evidence of this collection.
- Parents/carers will be immediately informed and asked to collect their child should they appear unwell during their session.
- In the exceptional circumstance where a child has a temperature of 40 degrees Celsius or more and their parents are more than 30 minutes away Calpol will be administered with the verbal consent of a parent on agreement that they sign a medicine form as soon as they arrive.
- As recommended by the health protection agency and Ofsted, if a child has been prescribed antibiotics they must have had 24 hours dose before returning to nursery.

In the case of allergies:

- Each child at nursery with an allergy will have an agreed care plan.
- The child's medicine will be clearly labelled and permanently kept in the locked cabinet in the Nursery.
- In the case of an allergic reaction, the agreed procedure on the child's care plan will be followed.
- Parents/carers will be contacted if their child has had an allergic reaction whilst at nursery.

Insurance Requirements for Children with Allergies and Disabilities

The insurance will automatically include children with any disability or allergy but certain procedures must be strictly adhered to. For children suffering life threatening conditions or requiring invasive treatments, written confirmation from our insurance provider must be obtained to extend the insurance.

**AT ALL TIMES THE ADMINISTRATION OF MEDICATION MUST BE COMPLIANT WITH THE WELFARE REQUIREMENTS OF THE EYFS AND FOLLOW PROCEDURES BASED ON ADVICE GIVEN IN MANAGING MEDICINES IN SCHOOLS AND EARLY YEARS SETTINGS [DFES 2005]**

Procedures for children who are sick or infectious at the setting

If children appear unwell during the session, the key person or manager calls the parents and asks them to collect the child or send a known carer to collect on their behalf.

In extreme cases of emergency the child should be taken to the nearest hospital via ambulance and the parent informed.

Parents are asked to take their child to the doctor before returning them to the setting – SPLC can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.

Where children have been prescribed antibiotics, parents are asked to keep children at home for 24 hours before returning to the setting.

After sickness parents are asked to keep children at home for 48 hours before returning to the setting.

After diarrhoea parents are asked to keep children at home for 24 hours before returning to the setting.

The setting has a list of excludable diseases and current exclusion times.

Reporting of Notifiable Diseases

If a child or adult is diagnosed suffering from a notifiable disease under the Public Health [Infectious Diseases] Regulations 1988, the GP will report this to the Health Protection Agency.

When the setting becomes aware or is formally informed of the notifiable disease, the manager informs OFSTED and acts on advice given by the Health Protection Agency.

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.

- Single use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Protective rubber gloves are used for cleaning/sluing clothing after changing.
- Soiled clothing is rinsed and bagged for parents to collect.
- Spills of blood, urine faeces or vomit are cleared away using mild disinfectant solution and mops. Clothes used are disposed of with the clinical waste.
- Tables and other furniture are cleaned using a disinfectant.

### **Uncollected Child Policy**

Statutory Legislation:

Statutory Requirements of the Early Years Foundation Stage 2014.

Legal Legislation:

Working Together to Safeguard Children 2013

Children Act 2004-Every Child Matters

Childcare Act 2006

Policy statement

Saltwood Play and Learning Centre are committed to ensure all children in our care are kept safe and secure at all times. Therefore, it is important that children are collected at the contracted time to ensure children do not become anxious and upset when parents are late. Unfortunately delays are sometimes unavoidable due to unforeseen circumstances, e.g. car breakdown etc. This policy is designed to put in place the following procedures to ensure the welfare and security of the children.

In the event that a child is not collected by an authorised adult at the end of a session/day, the SPLC 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 centre are asked to provide the following specific information which is recorded on our Registration Form:

- Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
- Place of work, address and telephone number (if applicable).
- Mobile telephone number (if applicable).
- Names, addresses and telephone numbers of adults who are authorised by the parents to collect their child from the Nursery, for example a childminder or grandparent.
- Details of who has parental responsibility for the child.
- Photographs of the responsible and authorised person(s) who may collect the child in the absence of the main carer; supported with a personal password.
- If a parent/carers has English as their second language, every effort to obtain an emergency contact with which we can communicate effectively and provide the parent/carers with information in their first language. On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted. On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details of the name, and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child, for example with a password and providing photographs of the authorised person(s) upon registration or at the beginning of the session.

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 numbers.

We inform parents that we apply our child protection procedures as set out in our Safeguarding and 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 Central Duty team for advise:
  - The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
  - 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.
- 

### **Missing Child Policy**

Statutory Legislation:

Statutory Requirements of the Early Years Foundation Stage 2014: Information for parents and carers (3.73)

Legal Legislation:

Working Together to Safeguard Children 2013

Children Act 2004-Every Child Matters

Childcare Act 2006

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

*Preventative measures in place*

- The setting has a thorough induction and new starter/user checklist to ensure staff/users are aware of policy and procedures (see Induction Policy) regarding the safety of children on site.
- On arrival all staff must sign in and out to work in the register located by the front door.
- All members of staff are issued with identity badges which must be worn at all times.
- During the "room set up" period, staff check that emergency exit routes are free from obstruction and that safety gates are closed.
- The designated member of staff ensures that all children are marked on the register as they arrive and leave the setting.
- At transitional times during the day a headcount will take place.
- Ensure that gates and doors are kept closed at all times; with the exception of during free-flow play, when the door to the garden remains open and staff are supervising the children in the garden.
- Staff must undertake a visual risk assessment both indoors and outdoors to ensure all areas are safe and secure for children to use.
- Staff must ensure that only agreed adults are allowed to collect children as stated on the "Child Collection Admissions Form". Under no circumstances should children be allowed to leave with an unidentified adult. In the case of an emergency verbal consent will be allowed for an alternative collection – staff should ensure that the person is identified upon arrival eg password or name, clothing, distinguishing features.
- Staff must ensure that any visitors to the setting are supervised at all times.
- Staff should make themselves aware of events taking place in the setting and challenge any unrecognised or unaccompanied adult who is in the building/site.

*Child going missing on the premises*

- As soon as it is noticed that a child is missing the staff alerts the Centre Manager/Supervisor.

- The Centre Manager/Supervisor and another member of staff will carry out a thorough search of the building and grounds.
- The register is checked to make sure no other child has also gone missing.
- The staff team will be careful not to create an atmosphere of panic; ensuring all other children remain safe and adequately supervised.
- The Manager/supervisor and one other member of staff will check the doors and gates to see if there has been a breach of security whereby a child could wander out; additionally the area surrounding the premises will be searched.
- All staff will be extra vigilant to any potentially suspicious behaviour or persons in and around the setting.
- If the child is not found, the parent is contacted and the missing child is reported to the police. The Manager will be responsible for meeting the police and the missing child's parent/carer. The Manager will co-ordinate any actions instructed by the police, and do all they can to comfort and reassure the parents/carers.
- All incidents of children going missing from the setting will be recorded in the Incident folder, and in cases where either the police or social services have been informed, Ofsted will also be informed, as soon as is practicable.
- The Manager/supervisor talks to the staff to find out when and where the child was last seen and records this in the incident book.
- The Manager/Supervisor contacts the registered person and reports the incident. The registered person and the Trustees may come to the setting to carry out an investigation.
- Once the incident is resolved, the staff team, Manager and Trustees will review relevant policies and procedures and implement any necessary changes (paying particular note to the relevant provisions of the Centre's Site Security and Risk Assessment policies).

#### Child going missing on an outing

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

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The Manager is contacted immediately and the incident is reported.
- The Manager contacts the police and reports the child as missing.
- The Manager contacts the parent, who makes their way to the Nursery or outing venue as agreed with the supervisor.
- Staff take the remaining children back to the centre.
- 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 Manager contacts the Registered person and reports the incident. The manager, with the trustees, carries out an investigation immediately.
- The manager, 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 setting manager speaks with the parent(s).
- 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.
- The manager and trustees, carry out a full investigation taking written statements from all the staff in the room or who were on the outing.
- Each Key person/staff member writes an incident report detailing:
 

<ul style="list-style-type: none"> <li>a) The date and time of the report</li> <li>b) What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.</li> <li>c) When the child was last seen in the group/outing.</li> <li>d) What has taken place in the group or outing since the child went missing.</li> <li>e) The time it is estimated that the child went missing.</li> <li>f) A conclusion is drawn as to how the breach of security happened.</li> </ul>	<ul style="list-style-type: none"> <li>b) What designated responsible</li> </ul>
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### 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 manager needs 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 manager. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the manager and the other should be the registered person. 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 trustees will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice

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## **INTIMATE CARE POLICY**

Statutory Legislation:

Statutory Requirements of the Early Years Foundation Stage 2014-Child Protection (3.1, 3.4, 3.5, 3.6)

Legal Legislation:

Working Together to Safeguard Children 2013

Children Act 2004-Every Child Matters

Childcare Act 2006

Statement of intent

It is our intention to ensure that children are treated with sensitivity and respect, and in such a way that their experience of intimate care is a positive one. Parents and staff should be aware that matters concerning intimate care will be dealt with confidentially and sensitively and that every young persons' right to privacy and dignity is maintained at all times.

Definition

Intimate care is one of the following:

- Supporting a child with dressing/undressing
- Providing comfort or support for a distressed child
- Assisting a child requiring medical care, who is not able to carry this out unaided
- Assisting a child with feeding and/or drinking
- Cleaning a child who has soiled him/herself, has vomited or feels unwell
- Wiping a child who has been to the toilet
- Assisting with care such as cleaning glasses, adjusting crutches, assisting with a wheelchair etc
- Changing a child's nappy

Aim

To raise awareness and provide a clear procedure for intimate care that protects the rights and interests of both children and adults.

In order to achieve this aim, we operate the following Intimate Care policy:

It is essential that every child is treated as an individual and that care is given as gently and as sensitively as possible.

- As far as possible, the child should be allowed to exercise choice and should be encouraged to have a positive image of his/her own body. It is important for staff to bear in mind how they would feel in the child's position.
- All intimate care will be carried out by staff or regulated volunteers who hold an enhanced DBS disclosure.
- Unregulated Volunteers and students will not carry out intimate care procedures.
- Should a child object to a member of staff providing intimate care parents will be contacted to come to SPLC and provide the care themselves if necessary.
- During the time in which the staff are waiting for parents to arrive, staff will ensure that the child is made to feel as comfortable as possible, always respecting the wishes of the child and ensuring that hygiene procedures are followed to avoid cross-contamination.

### Supporting dressing/undressing

- Sometimes it will be necessary for staff to aid a child in getting dressed or undressed. Staff will always encourage children to attempt undressing and dressing unaided.
- No child will be left unclothed for a period of time.

### Providing comfort or support

- Children may seek physical comfort from staff. Where children require physical support, staff need to be aware that physical contact must be kept to a minimum and be child initiated.
- When comforting a child or giving reassurance, the member of staff's hands should always be seen and a child should not be positioned close to a member of staff's body which could be regarded as intimate.
- If physical contact is deemed to be appropriate staff must provide care which is suitable to the age and situation of the child.

If a child touches a member of staff in a way that makes him/her feel uncomfortable this can be gently but firmly discouraged in a way which communicates that the touch, rather than the child, is unacceptable.

### Soiling and Toileting

When touching a child, staff should always be aware of the possibility of invading a child's privacy and will respect the child's wishes and feelings.

If a child needs to be cleaned, staff will make sure that:

- Protective gloves and a disposal apron are worn if necessary
- The procedure is discussed in a friendly and reassuring way with the child throughout the process.
- The child is encouraged to care for him/herself as far as possible. Where this is not possible staff will carry out the required care for the child, including wiping the child's bottom.
- Privacy is given appropriate to the child's age and the situation.
- All spills of vomit, blood or excrement are wiped up, the area disinfected to avoid cross contamination and flushed down the toilet. All other products used are disposed of by double wrapping in a nappy sack and placing in the nappy disposal unit; as advised by the Shepway Environmental Agency.
- Soiled clothing is put in a plastic bag, unwashed, and sent home with the child.
- Lastly, Staff and children will thoroughly wash their hands using running warm water and soap.

### Hygiene

- Staff are familiar with normal precautions for avoiding infection, follow basic hygiene procedures, carry a pair of latex gloves at all times and know where to access further protective clothing.

### Protection for staff

Members of staff have regard to the danger of allegations being made against them and take precautions to avoid this risk. These include:

- Understand and adhere to the Allegations against Staff Policy
- Verbally informing another member of staff (the DSL if necessary) the action they intend to take.
- Allowing the child, wherever possible, to express a preference to choose his/her carer.
- If a child expresses dislike of a certain person carrying out his / her intimate care, staff and our DSL will try and find out the reason for this.
- Being aware of and responsive to the child's reactions.

### Additional Safeguarding Considerations

- If a member of staff is concerned that during the intimate care of a child:
- They accidentally hurt the child
- The child seems sore or unusually tender on their body
- The child misunderstands or misinterprets something
- The child has a very strong emotional reaction without apparent cause (sudden crying or shouting)

It is the responsibility of the member of staff to report any such incident as soon as possible to our DSL (Jessica Edmed) and the incident will be recorded in our Incident Book. The DSL will work with the member of staff to obtain the factual information and will act in accordance with our Safeguarding Children Policy.

Additionally, if a member of staff that has noticed that a child's demeanour has changed directly following intimate care e.g. sudden distress or withdrawal, this will be recorded and discussed with our DSL.

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## **Supervision of Children on Outings and Visits Policy**

### Statutory Framework:

The Revised Statutory Framework for the Early Years Foundation Stage 2014: Staff qualifications, training support and skills: (3.25), Outings (3.65)

### Policy Statement

Saltwood Play and Learning Centre believe children benefit from being taken out of the setting to go on outings and visits, so they can further their knowledge of the world around them. Going on outings can provide many additional

learning opportunities that are not always available in the nursery. The safety and welfare of our children is paramount on outings and visits outside the nursery.

Parents/Carers, who enrol their child/ren at Saltwood Play and Learning Centre, are asked to sign an open-ended permission form, allowing staff to take their child/ren on short spontaneous walks into the village, local shop, post box, farm and Church.

We value all Parents/Carers, who do not wish their child to go on spontaneous outings. These wishes are respected and the child will be left in the Nursery with another group; taking part in different activities.

#### Procedure

The following procedure will be carried out if a planned outing is arranged:

- A letter to all Parents/Carers of children going on the trip will be sent, explaining the whereabouts and the reasons for the outing. Parent/Carer permission must be given in writing by means of returning the slip attached to the letter.
- A child whose Parent/Carer has not returned the slip must stay at the nursery and alternative arrangements will be made.
- The adult : child ratio will be maintained at all times and in most cases there will be a ratio of 1:4
- There will be at least 1 member of staff who holds a current Paediatric First Aid certificate.
- A prior visit will be undertaken to assess any potential risk if possible. A Risk Assessment will be carried out by the Management and is accessible to parents to view.
- If the children are to be split into groups, there will always be at least two members of staff (at least 1 qualified at level 3) with a group. Named children are assigned to the individual group leader; ensuring each child is supervised to make sure no child goes astray and that there is no unauthorised access to children.
- All staff will carry a mobile telephone, which has the numbers of every other staff member stored in the memory. Emergency contacts of each group of children will be given to the group leader. Staff will always follow our Safeguarding Procedures. They will not use their mobile phone for personal use or to photograph or record children on them.

Should an outside contractor be required (i.e. coach company), all vehicle and drivers documentation will be copied and kept on file.

- On no account will a contracted driver be left unsupervised with any child.
- No child will be left unrestrained or not in a proper seat if in a vehicle (excluding buses).
- The seating capacity of the vehicle will not be exceeded.
- No staff member will carry other people's children in their vehicle without relevant insurance which covers business use.

An Outings form is completed prior to the outing and then recorded in the Outings Record Folder which is kept in the setting stating;

- The date and time of outing.
- The destination, route, venue and mode of transport.
- Time of return.
- How many children, staff and parent helpers.
- Name of staff member leading the outing.
- A register with the names of staff members and children in each group.
- Mobile phone numbers of group leaders.

A checklist of items to take on the outing is also completed, these items are as follows:

- Parental written permission slips
- Register
- First aid kit for each group
- Tissues and toilet paper
- Anti-bacterial hand gel
- Emergency contact forms for all staff and children
- Risk assessment form
- Charged mobile phone(s)
- Drinking water and cups
- Snack (check allergies)
- Change of clothes
- Walking safety ropes and Hi-viz vests
- Camera/ipads
- Children's medication and forms
- Sun hats and sun cream

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.

**THE FOLLOWING PROCEDURES MUST BE CARRIED OUT IN THE EVENT OF AN EMERGENCY**

- Immediate contact must be made with the rest of the group.
- Assessment of the emergency and actions will be carried out.
- The Management will take lead professional role.
- Contact with the nursery will be made.
- Where relevant the emergency services will be contacted.
- Where relevant the Parents/Carers will be contacted.
- Where possible the rest of the group will return to the nursery maintaining staff ratios

**IN THE EVENT OF A CHILD GOING MISSING DURING AN OUTING THE MISSING CHILD POLICY WILL BE FOLLOWED**

- Immediate contact will be made with the rest of the group.
- The children will all be grouped together.
- The Management will take lead professional role.
- The children will be counted and the register called.
- Contact with the nursery will be made.
- Two members of staff will leave the rest of the group to search the surrounding area, each member of staff will have a mobile phone and a phone is to be left with the group.
- The emergency services will be contacted.
- Parents/Carers will be contacted as soon as the police have been contacted.
- Staff will not panic remaining children and will return them to the nursery as soon as possible.
- Spare staff will remain to search the area.

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**Equipment and Resources Policy**

Statutory Framework:

The Revised Statutory Framework for the Early Years Foundation Stage 2014:

Legal Legislation:

Health and Safety at Work Act 1974

Statement of intent

Saltwood Play and Learning Centre believe that high quality care and education is promoted by providing children with safe, clean, attractive, age and stage appropriate resources, toys and equipment. We are committed to providing children with a wide range of equipment that stimulates enjoyment, learning and development, both indoors and outdoors.

Aim

We aim to provide children with resources and equipment which help to consolidate and extend their knowledge, skills, interests and aptitudes.

Methods

In order to achieve this aim:

- we provide play equipment and resources which are safe and - where applicable - conform to the BSEN safety standards or Toys (Safety) Regulation (1995); additionally all electrical toys and equipment are subject to annual PAT (Portable Appliance Testing).
- we provide a sufficient quantity of equipment and resources for the number of children.
- we provide resources which promote all areas of children's learning and development, which may be child- or adult-led.
- we select books, equipment and resources which promote positive images of people of all races, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping.
- We will purchase or source any additional equipment we may need in regards to children with SEN to ensure all their needs are being met.
- we provide play equipment and resources which promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children.
- we provide made, natural and recycled materials which are clean, in good condition and safe for the children to use;.
- we provide furniture which is suitable for children and furniture which is suitable for adults.
- we store and display resources and equipment where children can independently choose and select them.
- we check all resources and equipment regularly as they are set out at the beginning of each session and put away at the end of each session. We repair and clean, or replace any unsafe, worn out, dirty or damaged equipment.

- we keep an inventory of large resources and furniture. This will record the date on which each item was purchased and the price paid for it.
- we provide adequate insurance cover for the settings resources and equipment.
- we plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered.

### **Safe Internet Use Policy And Social Media**

Saltwood Play and Learning Centre recognise that the Internet is a useful resource for both staff and children, for purposes of research, homework and entertainment. As a professional organisation with responsibility for children's safeguarding it is important that all staff take all possible and necessary measures to protect data and information systems from infection, unauthorised access, damage, loss, abuse and theft. All members of staff have a responsibility to use the nursery ICT system in a professional, lawful and ethical manner. To ensure that members of staff are fully aware of their professional responsibilities when using ICT and the nursery system they are asked to read this e safety policy.

#### **Childrens' Access**

Children will only be allowed to access the Internet with staff supervision.

The SMART guidelines will be explained to any children wishing to access the Internet:

- **Safe:** Keep safe by not giving out personal information – such as name, email, phone number, address, or school name – to people who you don't trust online.
- **Meeting:** Never agree to meet anyone you have only met online unless your parent or carer is with you.
- **Accepting:** Do not accept emails or instant messages, or open files, images or texts from people you don't know. They can contain viruses or nasty messages.
- **Reliable:** Not all the information found on the Internet is reliable and people you meet online won't always be telling the truth.
- **Tell:** Tell a member of staff or your parents if someone or something you encounter online makes you feel uncomfortable.

If a child encounters something inappropriate on the Internet the Designated safeguarding lead will be notified immediately.

#### **Staff access to the internet.**

This is not an exhaustive list and all members of staff are reminded the ICT use should be consistent with the nursery ethos, other appropriate policies and the law.

It is a criminal offence (Computer misuse act 1990) to gain unauthorised access to computer material or to modify computer material without authorisation.

- Any hardware and/or software provided by SPLC is for educational use only.
- Staff will not leave any information system unattended without first logging out or locking the login as appropriate.
- Staff will not attempt to purchase or download any software without permission from management.
- Staff will ensure any personal data of children. Staff and parents will be kept in accordance with the data protection act 1988.
- Staff will not keep professional documents which contain nursery related sensitive or personal information (including images, files, videos etc) on any personal devices (such as laptops, cameras, mobile phones).
- Personal information that is unrelated to nursery activities will not be stored on nursery equipment.
- Staff will report all incidents of concern regarding children's online safety to the designated child protection coordinator (Jessica Edmed, Emma Mapp, Breda Devanny) as soon as possible.
- Staff will promote e-safety with the children and help them develop a responsible attitude to safety online.

#### **E-mail**

The early years setting encourages its employees to use e-mail and the internet at work, for work related business only, where this can save time and expense. However, it requires that employees ensure that their communication is well structured and professional, just as if a letter was being sent.

If you are unsure about whether something you propose to do might breach this e-mail and internet guidance then you should seek advice from your manager.

Staff may not access personal emails without permission from the management

#### **Website**

<http://www.saltwoodplayandlearningcentre.co.uk>

Management are in charge on updating the nursery website and will hold the password.

All images will be used with parent/staff consent.

Information posted will be kept up to date and relevant.

#### **Social Media Access for Staff**

SPLC Facebook Page:

As part of the settings drive to encourage safe and appropriate use of today's technology staff will support SPLC's approach to e-safety.

Staff are aware that social networking sites are a global communication tool and that any content posted may reflect the setting, its reputation and services.

Staff will not post on SPLC's Facebook site without the approval of the setting manager.

When posting on to the Facebook site staff will not use the site to express personal opinions or create, transmit, display, publish or forward any material that is likely to harass, cause offence, inconvenience or needless anxiety to any other person, or anything which could bring the setting into disrepute.

Posts on Facebook will not breach copyright, child protection legislation, privacy and data protection legislation.

When posting photos onto the setting Facebook page the following procedure will be followed.

- Ensure written permission is obtained from the staff member and/or children's parents/carers.
- Any images of children will be taken with the setting cameras only.
- Images of the children will only be uploaded from the office computer.
- Children's full names will not appear with their image.

Kate Groves and Jessica Edmed are the only person to have the password for the Facebook account and hold the full admin rights to the page.

Staff will report any misuse to the management team urgently.

Personal Social Networking Sites:

The early years setting respects employees right to a private life. However, the early years setting must also ensure that confidentiality and its reputation are protected. It therefore requires that if you use social networking websites to:

- Refrain from identifying yourselves as working for the early years setting;
- Ensure that you do not conduct yourself in a way that is detrimental to the early years setting.
- Take care not to allow your interaction on these websites to damage working relationships between members of employees and service users of the early years setting.
- Not to 'friend' or 'follow' any parent/child that uses SPLC services unless previous arrangements have been made with the management team.

Staff may not access personal social media sites while at the setting. Staff have access to the computer in the office which they are free to use during their lunch break or when off duty however any staff found to be accessing social networking sites or other websites not relating to work either via the computer in the centre or their mobile phones, even if they are on lunch break, or off duty, will be subject to disciplinary action.

The SPLC recognises the lines between public and private and personal and professional are blurred in online social networks. You should therefore recognise the potential for damage to be caused (either directly or indirectly) to the centre and School in certain circumstances through your personal use of social media, when you can be identified as an SPLC employee.

**YOU MUST NOT**

Use Social media sites for contacting Parents or carers, unless this has been authorised by the manager.

Use social media to display images connected with your job in the centre. E.g. images of children or staff.

Please be aware that defamatory comments posted by an employee on his or her Facebook page can be used as evidence in the employees disciplinary proceedings, as long as that evidence is obtained by lawful means.

Personal blogs

The setting realises that in your own time and on non work computers, you are free to set up personal weblogs or 'blogs' on the internet. Provided that they do not breach the law or disclose any of the early years setting's confidential information, breach copyright, defame the company or its suppliers, customers or employees; bring the organisation into disrepute, or disclose personal data or information about any individual that could breach the Data Protection Act 1998.

Cyber bullying

The early years setting is committed to ensuring that all of its employees are treated with dignity and respect at work. Bullying and harassment of any kind will not be tolerated in the work place. Cyber-bullying methods could include using text messages, mobile phone calls, instant messenger services, by circulating photos or video clips or by posting comments on web sites, blogs or in chat rooms. Personal blogs that refer to colleagues without their consent is also unacceptable. Employees who cyber-bully a colleague could also face criminal prosecution under various laws, including the Malicious Communications Act 1988.

USB use

Staff may keep children's photos and developmental records on the office computer and on USB's. These USB's do not leave the nursery premises and information is only shared with parents and with parents consent other professionals and schools.

### **Transitions and Settling In Policy**

Statutory Framework: Key Person (1.11 and 3.26);

Development Matters: Themes, Principles and Practice (p.2); Characteristics of Effective Learning (p.6-7); Personal, Social and Emotional Development (p 8 -14)

Statement of intent

Saltwood Play and Learning Centre believe children need to feel safe and secure for their well-being to be high. We understand children are unique and the amount of time each child will take to settle in a new environment will vary quite considerably. Therefore we strive to provide a smooth transition for the child by forming good relationships between the child, family and setting; intentionally to support the child's Personal, Social and Emotional

Development in the absence of their parents or carers. Saltwood Play and Learning Centre welcome all children and families into the centre and ensure the child feels valued at all times.

Our aims are to:

- Work together with parents and carers to find ways to support the child through new transitions to ensure the child feels safe and secure in our nursery.
- Offer friendly, warm and respectful communication between Saltwood Play and Learning Centre staff and the family.
- Ensure each child has a Key Person assigned to them who will look after their personal needs and ensure their interests, concerns, and wants are catered for while in the nursery. Additionally a Buddy will also be assigned to the family who will support the child when the Key Person is absent due to professional development days, illness or on holiday. Within the sessions they will support each other in gathering information on the child's development, progress and emerging interests.
- Offer a supportive and gradual transition into our nursery; appreciating that for many families, this is the first time that they would be apart from each other. We offer two free taster sessions where the child and main carer can visit the nursery and stay and play at their convenience; familiarising themselves with the routines, other children and staff.
- We also offer as many settling in sessions as possible for the parents to be reassured that their child will be happy in our care. We appreciate that this may also be beneficial for the parents as well as the child!
- Recommend the Key Person and Buddy visit the family home and gain valuable information about the child through informal discussions with the family. We believe this will enhance the child's familiarity with the people who will be looking after them in the nursery. Together a 'Starting Points' form will be completed which will give the Key Person and Buddy a true insight to the child's current abilities, background, personalities, culture and interests. Intentionally this will offer continuity in the care of the child when in the nursery. To enhance the child's sense of belonging in the nursery further, we will request some family photos to be kept in the child draw.
- Continue welcoming the child's family into the nursery by inviting them to come for lunch, attend story time, assist in outings, and come in to share interests and talents.
- Ensure the child does not become too distressed or suffer from unnecessary anxiety throughout the transition process and will inform the parent/carer as soon as possible if the child cannot be comforted.

When we are dealing with other areas of transition in children's lives, such as a new sibling, we will follow the following procedure:

- If children are expecting a new sibling, we will offer role play opportunities with baby dolls, bottles and feeding and changing nappies etc. We will also encourage older children to support the youngest children in the nursery, such as: helping them retrieve their belongings, sitting with them during meal times, to represent family meal times and many other play opportunities.
- We offer opportunities to discuss things during a circle time, we can talk about what to expect when a new baby comes and what they are like. Drawing on experiences from the other children who have a sibling.
- We read stories about new baby's coming, mummy being in hospital etc, to avoid any unexpected situations for the child.
- We talk about baby in mummy's tummy and the child getting a new baby brother or sister in a very positive manner and how they will become a big brother/sister.

Transitions into a main stream school.

- We ensure staff demonstrate a positive image of schools and growing up; encouraging children to voice any concerns or ideas in group or one to one discussions.
- Use role play opportunities for the structure of teacher/children and carpet time.
- We encourage children to participate in slightly longer listening and attention adult-led activities and enhance their independence by changing into PE kits before a physical activity preparing them for the readiness for school.
- Uniforms from the surrounding schools are used in the role play area to help familiarise children with school life.
- We ensure good relationships are formed with the schools Reception Teachers and strive to participate in as many school events as possible.
- We can hold 'School Readiness' workshops to give families an insight into key skills, children will require to help with their transition.
- Children who are due to move onto Primary education will visit the school to choose books from their library, visit and play within the Reception class playground, collect post from the office, and play on the school field. Older children visit the nursery during lunch time to support the children with their play.

These activities will support all children's transition and not just the ones who are going to Saltwood School as they children will become familiar by larger environments and children.

## **ONLINE TOOLS AND COMMUNICATIONS POLICY**

### Policy Statement

At SPLC we use an online learning journal called Tapestry to record and store all observations and assessments relating to each child. This is a safe and secure system and one that enables parents and carers to access their child's learning journey at any time. They can share it with their child, family and friends at home and also post any comments and photographs of their own, helping to create a holistic view of the child and strengthen the parent partnership.

*This policy must be used in conjunction with the Safeguarding policies and the e-safety policy.*

SPLC staff who are a key person to a child will have access to a tablet for professional use.

The tablets and email access are intended to be used as an additional way of communicating with parents and should not replace regular face to face contact, appraisals and other meetings.

Under no circumstances are any tablets to be taken off the premises unless for an organised activity during normal nursery opening hours, which has been authorised by a manager.

Staff must only make contact with their key children's parents/carers and their 'friends' if they are responsible for them at the time.

### Tablet setup and configuration

Tablets will be provided with pre-loaded software and apps relevant to their intended use by management. Staff are not authorised, under any circumstances, to install other software or apps, or to change the settings on the tablet. Any necessary change requests should be made to a manager.

### Email access

Email is provided solely for professional use. Under no circumstances should any SPLC email account be used for any personal communication. Any electronic communication to the parents will be sent from Jessica Edmed or Emma Mapp. If you would like to email a parent or professional you MUST send the email to [jessica.splc@outlook.com](mailto:jessica.splc@outlook.com) or [emma.splc@outlook.com](mailto:emma.splc@outlook.com) for them to check and send on to the recipient. Outgoing emails are restricted to the registered contact emails for parents/carers and any outside agencies such as health visitors, previous nurseries, speech and language therapists of children who currently attend SPLC and other staff using their name.splc@outlook.com addresses. No other email recipients are allowed.

Staff are not authorised to check personal email accounts, such as Google or any other webmail using the web browser on the tablet.

All incoming emails, regardless of the address they are sent to, need to be fwd onto Jessica Edmed or Emma Mapp for checking.

Email should primarily be used for:

informing parents that there are events recorded on Tapestry that they may wish to look at

- requesting additional nappies, sun cream, etc
- arranging a date and time for meetings

Email should not be used for:

- daily updates on a child's progress (unless the child is in the induction period and the parent wants an update)
- conducting meetings
- changing of hours
- invoice queries

If staff are unsure whether it is appropriate to use email in any given situation they should check with a manager, and where this is not immediately possible, in the interim make telephone contact with the parent/carer.

Staff are not to use email to send images or videos to parents. All such media files must be sent via the Tapestry system.

### Web browsing

Web browsing should be limited to professional use only and kept to an absolute minimum

Access to sites which are not suitable for a nursery setting is strictly forbidden.

Access to social media or sharing sites is not permitted.

### Children and tablets

The tablets are intended as a professional tool for staff and to aid children's learning and development while at SPLC. They are not intended for the children to use as a medium to watch videos/movies. A child's interaction with the tablet will be with staff supervision so that children are exposed to technology in a safe environment. The nursery laptop can also be used for any online research with children.

### Storage and cleaning of tablets

Tablets must be left in the office at the end of each shift and the last person to leave the building must ensure that the office is locked.

Tablet surfaces should be cleaned with a small amount of the appropriate anti bacterial cleaner, taking care not to get the tablet wet to the point it might damage the device.

Due to tapestry using wifi we ask that when you are not on your designated breaks to please turn the wifi off on your phones to make use of the tablet more efficient.

### Safety and security

Staff use tablets to take the photographs for observations which are uploaded to the journals. Each staff member has a secure login which is password and pin protected.

Parents logging in to the system can only access their own child's Learning Journey. Parents may input new observations and photo's, and add comments to existing observations. They do not have the necessary permission to edit existing content.

Parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journeys, and to protect images of other children that may appear in any photos contained in their child's Learning Journey. If parents withhold this consent their child is only ever photographed alone and no shared observations are made including that child.

Parents without access to the internet may request that we print all the information from Tapestry and collate it into a paper Learning Journey. This will be in the setting for the parent to view at all times and will be available to take home. When children move to another setting or to school we will transfer the Tapestry account to the new setting if they also use Tapestry. If they do not, we will email a PDF to the setting. The child's information, and their Learning Journey will be permanently deleted from our Tapestry account so no data on that child will remain with us once they have left.

#### Tablet devices

The tablets and email access are intended to be used as an additional way of communicating with parents and should not replace regular face to face contact, appraisals and other meetings.

Under no circumstances are any tablets to be taken off the premises unless for an organised activity during normal nursery opening hours, which has been authorised by a manager or director.

Tablets will be provided with pre-loaded software and apps relevant to their intended use by management. Staff are not authorised, under any circumstances, to install other software or apps, or to change the settings on the tablet. Any necessary change requests should be made to a manager or director.

Tablets must be left in the office at the end of each shift and the office locked at the end of the day

Tablets must not be used in the toilets or sleep areas.

#### Tapestry

At SPLC we use an online learning journal called Tapestry to record and store all observations and assessments relating to each child. This is a safe and secure system and one that enables parents and carers to access their child's learning journey at any time. They can share it with their child, family and friends at home and also post any comments and photographs of their own, helping to create a holistic view of the child and strengthen the parent partnership.

Parents/Carers are asked to sign a consent form for us to load their child onto Tapestry. The email and password are controlled by the parent/carer and are secure.

Images which are taken on tablets for use on Tapestry will be deleted from the device once they have been uploaded to the Tapestry system. Parents are required to agree to our terms and conditions for their own use of Tapestry in order to prevent the distribution of images which may contain references to other children.

Where a parent refuses consent for their child to be included in other children's Tapestry images, the same will apply in reverse.

Each Key Person will be responsible for uploading photos and observations of their key children onto Tapestry. Each entry will be checked by the Manager or Deputy Manager before they are posted.

Inappropriate use of any tablet device will be subject to the relevant disciplinary procedures and deliberate contravention of our rules and procedures will be considered as gross misconduct.

Any unintentional contravention of the rules and procedures outlined above will be considered as serious misconduct, on the basis that staff are required to understand the nurseries policies and procedures, in particular where they relate to safeguarding and confidentiality.

### **Lockdown Procedure**

#### Statement of intent

Saltwood Play and Learning Centre recognises the potentially serious risks in emergency or harmful situations. We are committed to the ongoing safety and wellbeing of children, staff, families and visitors. To achieve this, we will implement a clear plan to manage all emergency situations.

A lockdown may take place where there is a perceived risk of treat to the pre school, it's staff, children, visitors or property.

Our aims are to:

- Minimise the risk of harm, ensuring the safety of children, educators, families and visitors of the service in the event of a threatening situation.
- Educate the children on the 'turtle' approach
- Avoid the use of fire alarms in a potential lockdown situation to reduce the incorrect response to an incident
- Comply with policies and procedures to ensure the risk of an attack is minimised. These include:

Ensuring the register of children and staff is maintained

Signing all visitors in.

Only opening the front gate to known people

Meeting any unknown people at the gate away from the children if possible. Asking for identification before allowing access.

Supervision of the school gate to ensure no one gains access.

Ensure all staff, volunteers and families know the layout of the building and exits.

- Further information can be accessed from the NaCTSO website: [www.nactso.gov.uk](http://www.nactso.gov.uk)
- For guidance on a firearms and weapons attack visit <https://www.gov.uk/government/publications/recognising-the-terriost-threat>
- Communicate with Saltwood CofE Primary school about any potential threat.
- STAY SAFE

Whilst many emergency situations will require staff and children to evacuate the building, there are potential situations that will require a lockdown. The following are examples of situations that may require lockdown;

- Chemical or hazardous substance
- Severe storms
- Potentially dangerous intruder/unwanted or uninvited visitor
- Potentially violent/dangerous person due to intoxication or substance abuse
- Unidentified external disturbance.

Implementation:

To raise the alarm for lockdown, the member of staff who witnesses the event must, where possible, notify the manager or deputy manager.

Sounding the whistle once, for a continuous duration of 5 seconds, will notify of a lockdown, followed by the announcement "This is a LOCKDOWN".

999 must be called immediately if the event requires police, ambulance or the fire service to respond.

If children are outside, staff should bring them inside as quickly as possible.

The manager/supervisor/deputy manager will then delegate staff to;

- Ensure all doors and windows are closed and locked and blinds closed.
- Gather the children as quickly as possible into the children's bathroom and close the door.
- Get the children to assume the 'Turtle' position if they are required to be silent.
- Staff will then check the register to ensure all staff and children are present and safe.
- All staff, children and visitors must remain in lockdown until an "All Clear" is called.

Firearms/ Weapon attack

We will follow the 'Stay Safe' principles (Run, Hide, Tell)

Run;

- Escape if you can. You must take into consideration the safest option; can you get out without exposing yourself to greater danger?

Entry and exits of SPLC:

The main gate, up the lane onto School Road

The side gate(s) into the school grounds which then gives access to

The school playground

The carpark (via wooden gate)

The school field

The school main building

- Insist everyone leave together
- Leave belongings behind
- If there is no safe route HIDE

Hide

- Follow lockdown procedure if possible
- Cover from gunfire. Assume the turtle position
- Be aware of possible exits
- Be quiet
- Lock/Barricade yourself in

Tell

- Call 999
- Tell the police everything you can such as Location, Where are the suspects, descriptions of the suspects, weapons, any casualties, types of injuries, building information, entrances and exits.
- Contact Saltwood CofE School immediately if possible.
- Stop other people entering the building if it is safe to do so.

Armed Police Response

- Follow officers instructions
- Remain calm
- Avoid sudden movements which may be considered a threat

- Keep your hands in view.

Officers may

- Point guns at you
- Treat you firmly
- Question you

## **Data Protection Policy**

The Data Protection Act 1998 is the law that protects personal privacy and upholds individual's rights. It applies to anyone who handles or has access to people's personal data.

This policy is intended to ensure that personal information is dealt with properly and securely and in accordance with the Data Protection Act. It will apply to information regardless of the way it is used, recorded and stored and whether it is held in paper files or electronically.

### **1. Scope of the Policy**

Personal information is any information that relates to a living individual who can be identified from the information. This includes any expression of opinion about an individual and intentions towards an individual. It also applies to personal data held visually in photographs or video clips or as sound recordings.

SPLC collects a large amount of personal data every year including: staff records, names and addresses of staff, parents and children, references, fee collection, bank information, NI numbers. In addition, it may be required by law to collect and use certain types of information to comply with statutory obligations of Local Authorities (LAs), government agencies and other bodies.

### **2. The Eight Principles**

The Act is based on eight data protection principles, or rules for 'good information handling'.

1. Data must be processed fairly and lawfully.
2. Personal data shall be obtained only for one or more specific and lawful purposes.
3. Personal data shall be adequate, relevant and not excessive in relation to the purpose(s) for which they are processed.
4. Personal data shall be accurate and where necessary kept up to date.
5. Personal data processed for any purpose(s) shall not be kept for longer than is necessary for that purpose.
6. Personal data shall be processed in accordance with the rights of data subjects under the 1998 Data Protection Act.
7. Appropriate technical and organisational measures shall be taken against unauthorised or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data.
8. Personal data shall not be transferred to a country outside the EEA, unless that country or territory ensures an adequate level of protection for the rights and freedoms of data subjects in relation to the processing of personal data.

### **3. Responsibilities**

#### **3.1 SPLC must:**

- Manage and process personal data properly
- Protect the individuals right to privacy
- Provide an individual with access to all personal data held on them.

3.2 SPLC has a legal responsibility to comply with the Act. The registered person (Mr Paul Newton) is named as the Data Controller under the Act.

Data Controllers are people or organisations who hold and use personal information. They decide how and why the information is used and have a responsibility to establish workplace practices and policies that are in line with the Act.

3.3 The school is required to 'notify' the Information Commissioner of the processing of personal data. This information will be included in a public register which is available on the Information Commissioner's website at the following link : [http://www.ico.gov.uk/what\\_we\\_cover/promoting\\_data\\_privacy/keeping\\_the\\_register.aspx](http://www.ico.gov.uk/what_we_cover/promoting_data_privacy/keeping_the_register.aspx)

3.4 Every member of staff that holds personal information has to comply with the Act when managing that information.

3.5 The school is committed to maintaining the eight principles at all times. This means that the school will:

- inform Data Subjects why they need their personal information, how they will use it and with whom it may be shared. This is known as a Privacy Notice.
- check the quality and accuracy of the information held
- apply the records management policies and procedures to ensure that information is not held longer than is necessary
- ensure that when information is authorised for disposal it is done appropriately
- ensure appropriate security measures are in place to safeguard personal information whether that is held in paper files or on a computer system
- only share personal information with others when it is necessary and legally appropriate to do so
- set out clear procedures for responding to requests for access to personal information known as subject access in the Data Protection Act (*see appendix*)
- train all staff so that they are aware of their responsibilities and of the schools relevant policies and procedures

This policy will be updated as necessary to reflect best practice or amendments made to the Data Protection Act 1998. Please follow this link to the ICO's website ([www.ico.gov.uk](http://www.ico.gov.uk)) which provides further detailed guidance on a range of topics including individuals' rights, exemptions from the Act, dealing with subject access requests, how to

handle requests from third parties for personal data to be disclosed etc. In particular, you may find it helpful to read the Guide to Data Protection which is available from the website.

For help or advice on any data protection or freedom of information issues, please do not hesitate to contact Michelle Hunt

Information Governance Specialist

Information Resilience & Transparency Team

Tel: 03000 416286

Email: michelle.hunt@kent.gov.uk

## Appendix 1 – Procedure for Access to Personal Information Saltwood Play and Learning Centre

### Rights of access to information

There are two distinct rights of access to information held by schools about pupils.

1. Under the Data Protection Act 1998 a pupil has a right to request access to their own personal information. In certain circumstances requests may be made by a parent on behalf of their child (see below).

2. The right of parents to have access to curricular and educational records relating to their child as defined within the Education (Pupil Information) (England) Regulations 2005.

These procedures relate to the above mentioned rights.

### Dealing with a request

1. Requests for personal information must be made in writing and addressed to the Headteacher. If the initial request does not clearly identify the information required, then further enquiries will be made.

2. The identity of the requestor must be established before the disclosure of any personal information, and checks should also be carried out regarding proof of relationship to the child.

Evidence of identity can be established by requesting production of:

- passport
- driving licence
- utility bills with the current address
- Birth / Marriage certificate
- P45/P60
- Credit Card or Mortgage statement

*This list is not exhaustive.*

3. Any individual has the right of access to information held about them. However with children, this is dependent upon their capacity to understand. As a general rule, a child of 12 or older is expected to be mature enough to understand the request they are making. If the child cannot understand the nature of the request, someone with parental responsibility can ask for the information on the child's behalf.

The Head trustee should discuss the request with the child and take their views into account when making a decision.

4. The response time for subject access requests, once officially received, is 40 days (not working or school days but calendar days, irrespective of

school holiday periods). However the 40 days does not begin until after

the fee and any further information to assist you with the request (i.e. about identity) is received.

Requests for information from pupils or parents for access to information classed as being part of the education record must be responded to within 15 school days.

5. There are some exemptions to the right to subject access that apply in certain circumstances or to certain types of personal information. Therefore all information must be reviewed prior to disclosure.

6. Responding to a request may involve providing information relating to another individual (a third party). Third party information is that which identifies another pupil/parent or has been provided by another agency, such as the Police, Local Authority, Health Care professional or another school.

Before disclosing third party information consent should normally be obtained. There is still a need to adhere to the 40 day statutory timescale.

7. Any information which may cause serious harm to the physical or mental

health or emotional condition of the pupil or another individual involved should not be disclosed, nor should information that would reveal that the child is at risk of abuse, or information relating to court proceedings.

8. If there are concerns over the disclosure of information then additional advice should be sought from KCC Information Resilience & Transparency Team (see contact details below).

9. Where redaction (information edited/removed) has taken place then a full copy of the information provided should be retained in order to establish, if a complaint is made, what was redacted and why.

10. Information disclosed should be clear, thus any codes or technical terms will need to be clarified and explained. If information contained within the disclosure is difficult to read or illegible, then it should be retyped.

11. Information can be viewed at the school with a member of staff on hand to help and explain matters if requested, or provided at face to face handover.

The views of the applicant should be taken into account when considering the

method of delivery. If the applicant has asked for the information to be posted then special next day delivery or recorded delivery postal service must be used.

## Complaints

Complaints about the above procedures should be made to the Chairperson of the Governing Body who will decide whether it is appropriate for the complaint to be dealt with in accordance with the school's complaint procedure. Complaints which are not appropriate to be dealt with through the school's complaint procedure can be dealt with by the Information Commissioner. Contact details of both will be provided with the disclosure information.

## Contacts

If you have any queries or concerns regarding access to records or the Data Protection Act, then please contact:

Michelle Hunt

The Information Resilience & Transparency Team

Kent County Council

Room 2.71, Sessions House,

County Hall,

Maidstone, Kent, ME14 1XQ

Email: [michelle.hunt@kent.gov.uk](mailto:michelle.hunt@kent.gov.uk)

Or [dataprotection@kent.gov.uk](mailto:dataprotection@kent.gov.uk)

Further advice and information can be obtained from the Information Commissioner's Office, [www.ico.gov.uk](http://www.ico.gov.uk)