

Bishopdown Farm Community Pre-school and Farm Friends

Greentrees Primary School

Sycamore Drive

Bishopdown

SALISBURY

SP1 3GZ



Charity No. 1076227

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This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

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ACHIEVING POSITIVE BEHAVIOUR POLICY

Policy Statement

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

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

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child Development 1.2 Inclusive practice 1.3 Keeping safe	2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

Procedures

Marie Ryan, Pre-school Manager, has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

We require Marie Ryan, Pre-school Manager, to:

- Keep herself up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development; and
- Check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of – and respect – those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff with the setting's behaviour policy and its guidelines for behaviour.
- We expect all children and staff 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.

Strategies with children who engage in inconsiderate behaviour

- We require all staff and students to use positive strategies for handling 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 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,
- 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.
- If necessary, we use a time out strategy with a visible timer, tailored to the child's age and understanding.
- 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 recorded on an incident form which is signed by witnesses, setting leader and parent or carer.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children under three years

- When children under three 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 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 pre-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable boundaries to ensure that 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, and perhaps suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to ensure empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful Behaviour

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

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.

- We will help them manage these feelings as they have neither the biological means nor cognitive means to do this for themselves.
- We help 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.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?' Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit Adam, it hurt him and he didn't like that and it made him cry.'
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see that you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.'
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities 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.

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ADMINISTERING MEDICINES POLICY

Policy Statement

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

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

These procedures are written in line with current guidance in ‘Managing Medicines in Schools and Early Years Settings’. The manager is responsible for ensuring all staff understand and follow these procedures.

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

EYFS Key Themes and Commitments

Administering Medicines Policy

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.2 Parents as partners	3.4 The wider context	

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

Procedures

- * Children taking prescribed medication must be well enough to attend the setting.
- * Only prescribed medication is administered. It must be in-date and prescribed for the current condition.
- * Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.
- * Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
 - Full name of child and date of birth
 - Name of medication and strength
 - Who prescribed it
 - Dosage to be given in the setting
 - How the medication should be stored and expiry date
 - Any possible side effects that may be expected should be noted
 - Signature, printed name of parent and date.
- * The administration is recorded accurately each time it is given and is signed by staff. Parents sign the record book to acknowledge the administration of a medicine. The medication record book records:
 - Name of child
 - Name and strength of medication
 - The date and time of the dose
 - Dose given and method
 - Signed by person administering medication and witness
 - Verified by parent signature at the end of the session.
- * We use the Early Years Alliance publication Medication Record for recording administration of medicine and comply with detailed procedures set out in that publication.
- * If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.
- * If rectal diazepam is given another member of staff must be present and co-signs the record book.
- * No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

Storage of Medicines

- * All medication is stored safely in the Pre-school kitchen cupboard or refrigerated if specified. The medication is kept in a labelled plastic box. The key holder is to ensure the cupboard is locked at the end of the day if the medication is kept overnight.
- * The child's key person is responsible for ensuring medicine is handed back at the end of the day to the parent.
- * For some conditions, medication may be kept in the setting. The SENCO checks that any medication held to administer on an 'as and when' basis, or on a regular basis, is in date and returns any out of date medication to the parent. Children who have long term medical conditions and who may require ongoing medication

- * A risk assessment is carried out for each child with long term medical conditions that require ongoing medication. This is the responsibility of the SENCO, alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.
- * Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for the child.
- * For some medical conditions, key staff will need to have training in a basic understanding of the condition, as well as how the medication is to be administered correctly. The training needs for staff are part of the risk assessment.
- * The risk assessment includes arrangements for taking medicines on outings and the child's GP's advice is sought, if necessary, where there are concerns.
- * The risk assessment includes vigorous activities and any other nursery activity that may give cause for concern regarding an individual child's health needs.
- * A health care plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other staff who care for the child.
- * The health care plan should include the measures to be taken in an emergency.
- * The health care plan is reviewed every six months or more if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, and side effects noted etc.
- * Parents receive a copy of the health care plan and each contributor, including the parent, signs it.

Managing medicines on trips and outings

- * If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.
- * Medication for a child is taken in a sealed plastic box, clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form and a form to record when it has been given, with the details as given above.
- * On returning to the setting, the form is stapled to the medicine record book and the parent signs it.
- * If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box, clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form signed by the parent.
- * As a precaution, children should not eat when travelling in vehicles.

Legal Framework

Medicines Act 1968

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ADMISSIONS POLICY

Policy Statement

It is our intention to make our setting accessible to children and families from all sections of the local community.

Purpose

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

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.3 The learning environment 3.4 The wider context	

Procedures

- * We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- * The setting does its utmost to ensure that all diversities have access to information.
- * We describe our setting and its practices in terms that make it clear that it welcomes fathers and mothers, other relations and other carers, including childminders.
- * We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, ethnicity or from English being a newly acquired additional language.
- * We describe our setting and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the setting.
- * We make our Equal Opportunities Policy available to all.

Admissions Policy

- * We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
- * We make every effort to give parents the sessions they have requested. However we have to abide by

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Date to be reviewed: July 2023

our ratio requirements and this may not always be possible. In the event of all sessions being full the child's name will be placed on a waiting list on a first come first served basis.

- * Staff will contact the parent by telephone or email approximately half a term before the child's start date and be asked to confirm their interest in a place and preferred days.
- * A letter of confirmation will be sent providing the start date and advising parents as to the settling in procedure.
- * We advise parents prior to children starting at Pre-school as to the nature of the setting.
- * A settling in program is provided (Please see 'The Role Of The Key Person and Settling In Policy') and Pre-school will communicate with parents as to how their child is settling within the first couple of weeks. Pre-school reserves the right to advise parents to delay starting if they feel that the child is not coping.

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ASTHMA POLICY

Policy Statement

Bishopdown Farm Community Pre-school and Farm Friends welcomes all children with asthma. We recognise that asthma is an important condition affecting many children.

We encourage and help children with asthma to participate in all activities.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.4 Health & well being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child	

Procedures for children with asthma

- If a child with asthma is attending the Pre-school or Farm Friends, we will inform all staff that asthma is a serious condition, and what to do in an emergency.
- Guidance will be provided for all staff on what to do if a child has an asthma attack.
- We will work with parents/carers of children with asthma to ensure their child is in a safe and caring environment.

In order to fulfil this, parents/carers need to provide written information detailing:

- Full name of child and date of birth
- Name of medication and strength
- Dosage to be given in the setting
- What triggers an asthma attack
- Emergency contact details, including any medical authorities involved

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- Give written consent for the Pre-school to administer the necessary medication.
- Ensure any spare medicines stored by the Pre-school are labelled, supplied in a plastic container and have not passed their expiry date.
- Oral medications must be prescribed by a GP.

Bishopdown Farm Community Pre-school and Farm Friends will ensure the following is carried out:

- Staff will be given regular training and updates on a child's condition.
- The Room Leader is usually responsible for the correct administration of medication to children. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. All staff will be trained and aware in case of absences or emergency.
- All staff will know where inhalers are stored, and how to access them speedily.
- The administration of medication is recorded accurately each time it is given and is signed by staff.
- The SENCO checks that any medication held to administer on an 'as and when' basis, or on a regular basis, is in date and returns any out of date medication to the parent.
- Medication for a child is taken in a sealed plastic box, clearly labelled with the child's name and the name of the medication.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box, clearly labelled with the child's name and the name of the medication.
- All staff will be aware of trigger factors for each child with asthma and ensure that the group environment is as safe as possible.

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CHILDREN'S RIGHTS AND ENTITLEMENTS POLICY

Policy Statement

We promote children's right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.

- We promote children's right 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 self-confidence.
- We help children to establish and sustain satisfying relationships within their family, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

EYFS Key Themes and Commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.2 Supporting every child	4.4 Personal, social and emotional development

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CONFIDENTIALITY AND CLIENT ACCESS TO RECORDS POLICY

Policy Statement

In our setting, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting.

We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; the means that we use to store and share that information takes place within the framework of the General Data Protection Regulations (2018) and the Human Rights Act (1998).

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	

Confidentiality procedures

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

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to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.

- We keep all records securely (see our Children's Records Policy and Privacy Notice).
- Information is kept in a manual file, or electronically. Staff may also use a computer to type reports, or letters. Where this is the case, the typed document is deleted from the PC and only the hard copy kept.
- Our staff discusses children's general progress and wellbeing together in meetings, but more sensitive information is restricted to our manager and the child's key person, and is shared with other staff on a need to know basis.
- Staff do not discuss children with other parents or anyone else outside of the setting.
- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Where third parties share information about an individual our practitioners and managers check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

Client access to records procedures

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

- The parent is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that our setting has compiled on them.
- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the manager.
- We acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Our written acknowledgement allows one month for the file to be made ready and available. We will be able to extend this by a further two months where requests are complex or numerous. If this is the case, we will inform you within one month of the receipt of the request and explain why the extension is necessary.
- A fee may be charged for repeated requests, or where a request requires excessive administration to fulfil.
- Our manager informs the management committee and legal advice may be sought before sharing a file.
- The manager goes through the file and ensures that all documents have been filed correctly, that entries are in date order and that there are no missing pages. They note any information, entry or correspondence or other document which mentions a third party.
- We write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.
- They are asked to reply in writing to the manager giving or refusing consent for disclosure of that material.
- We keep copies of these letters and their replies on the child's file.
- 'Third parties' include each family member noted on the file; so where there are separate entries pertaining to each parent, step parent, grandparent etc. we write to each of them to request third party consent.
- Third parties also include workers from any other agency, including children's social care and the health authority for example. Agencies will normally refuse consent to share information, preferring instead for the parent to be redirected to those agencies for a request to see their file held by that agency.

- Members of staff should also be written to, but we reserve the right under the legislation to override a refusal for consent or to just delete the name of the staff member and not the information. We may grant refusal if the member of staff has provided information that could be considered 'sensitive' and the staff member may be in danger if that information is disclosed; or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.
- When we have received all the consents/refusals the manager will take a photocopy of the complete file. On the copy of the file, our manager removes any information that a third party has refused consent for us to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.
- The copy file is then checked by legal advisors to verify that the file has been prepared appropriately.
- 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'.
- We photocopy the 'clean copy' again and collate it for the parent to see.
- The manager informs the parent that the file is now ready and invite[s] him/ her to make an appointment to view it.
- The manager meets with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) with parental responsibility can attend that meeting, or the parent's legal representative or interpreter.
- The parent may take a copy of the prepared file away; but, to ensure it is properly explained to and understood by the parent, we never hand it over without discussion.
- It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. The recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family.
- If a parent feels aggrieved about any entry in the file, or the resulting outcome, then we refer the parent to the complaints procedure.
- The law requires that the information we hold must be held for a legitimate reason and must be accurate (see our Privacy Notice). If a parent says that the information we hold is inaccurate, then the parent has a right to request for it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, we retain the right not to change that entry, but we can record the parent's view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.
- If there are any controversial aspects of the content of a child's file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already completed and an appeal process is underway.
- We never 'under-record' for fear of the parent seeing, nor do we make 'personal notes' elsewhere.

Telephone advice regarding general queries may be made to The Information Commissioner's Office Helpline 0303 123 1113.

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

Legal framework

- General Data Protection Regulations (GDPR) (2018)
- Human Rights Act (1998)

Further guidance

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

Bishopdown Farm Community Pre-school and Farm Friends

Greentrees Primary School

Sycamore Drive

Bishopdown

SALISBURY

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Charity No. 1076227

COVID-19 (CORONAVIRUS) POLICY

Policy Statement

This policy outlines our processes and safety measures that will be in place during the Covid-19 pandemic.

We have taken the necessary steps to do everything we can to keep children, staff, and parents/carers as safe as possible. This will remain our priority and will be monitored closely by Marie Ryan (Pre-school Manager) and the Committee.

Please note: Government guidance is changing constantly, and we will update our policy and processes in line with it. If you have any questions please contact Marie Ryan: bishopdownfarmpreschool@gmail.com

Purpose

Our aim is to create a policy to fulfil the above intent, and to ensure that all staff members, Committee members, parents and carers are familiar with this policy and that procedures within it are followed during the Covid-19 pandemic.

EYFS Key themes and commitments

Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Identify any need for additional support 1.4 Keep children safe	2.1 Warm and loving, and foster a sense of belonging 2.2 Sensitive and response to the child's needs, feelings and interests 2.4 Consistent in setting clear boundaries 2.5 Stimulating	3.1 Stimulating resources, relevant to all the children's cultures and communities 3.2 Rich learning opportunities through play and playful teaching 3.3 Support for children to take risks and explore	

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

Children

It is important that children DO NOT attend Pre-school if unwell for their own wellbeing and for the safety of others. Paracetamol (e.g Calpol) or other medication (e.g. Nurofen) that can mask fever symptoms should not be given after 4.00am if your child is attending a morning session or 7.00am if your child is attending an afternoon session.

- To limit the risk of cross contamination parents/carers will be expected to come alone to drop off/pick up their children. Children will be dropped and collected from the Pre-school doors as parents/carers will not be allowed into the building.
- Children will wash their hands upon arrival and throughout the day as well as after toileting, eating and before they leave at the end of the day.
- Only bags, lunch boxes and water bottles will be allowed inside the building with the children. We **WILL NOT** be allowing children to bring in toys, comforters etc into Pre-school.
- Staff will be cleaning surfaces, toilets, door handles, equipment and toys frequently throughout the day.
- Children displaying symptoms will be isolated with a member of staff wearing PPE and will need to be collected **immediately**. No other children or members of staff need to be sent home at this time if they aren't displaying symptoms themselves.
- Covid-19 symptoms in children as described on the NHS website are:
 - a high temperature
 - a new, continuous cough – this means coughing a lot, for more than an hour, or 3 or more coughing episodes in 24 hours
 - a loss or change to sense of smell or taste – this means they cannot smell or taste anything, or things smell or taste different to normal
 - <https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/coronavirus-in-children/>
- If a child is sent home with symptoms they will **HAVE** to take a PCR test and we **MUST** be notified of the outcome of the test:
 - If your child receives a **negative** test and is no longer displaying symptoms of Covid-19, they are welcome to return to their next session at Pre-school
 - If your child receives a **positive** test, please follow Government guidance regarding isolation as outlined on www.gov.uk
- If we have a **suspected/possible case of Covid-19** within the setting, we will inform all parents/carers via our Facebook group, website and blog. If the test result is negative, we will update all parents/carers.
- Following a **positive** test result in the setting, we will
 - Contact all parents/carers in the relevant room and inform them of the positive result
 - Notify all parents/carers that there has been a positive case within the setting
 - Children and staff who have been in contact with the person who has received a positive result will need to self-isolate for 10 days in line with Government guidance and follow the relevant advice if they develop symptoms
 - Deep clean the room and all shared areas of the building
 - Contact the local health protection team to report the positive result and follow all relevant guidance

Staff

- Staff will be adhering to strict hygiene rules, washing hands regularly and will be wearing clean uniform daily.
- If a staff member develops Covid-19 symptoms, they will be sent home immediately and will have to undertake a PCR test
 - If they receive a **negative** test and are no longer displaying symptoms of Covid-19, they will return to Pre-school the next day
 - If they receive a **positive** test, they will be expected to follow Government guidance regarding isolation as outlined on www.gov.uk
- Following a **positive** test result in the setting, we will
 - Contact all parents/carers in the relevant room and inform them of the positive result
 - Notify all parents/carers that there has been a positive case within the setting
 - Children and staff who have been in contact with the person who has received a positive result will need to self-isolate for 10 days in line with Government guidance and follow the relevant advice if they develop symptoms
 - Deep clean the room and all shared areas of the building
 - Contact the local health protection team to report the positive result and follow all relevant guidance
- In the event that staff self-isolating means there are insufficient staff members available to maintain ratios, we may have to close a room or the Pre-school/Farm Friends until staff are able to return to work. Parents/carers will be informed as soon as possible if this is the case, please ensure we have up to date contact information for you on file.

Bishopdown Farm Community Pre-school and Farm Friends

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Charity No. 1076227

DROPPING OFF AND COLLECTION POLICY

Dropping off and collection of children

This policy seeks to outline the procedure for dropping off and collecting children, including children dropped off late, with specific consideration given to the safety of the children.

Dropping off a child at Pre-school

Parents will enter Pre-school through the school gate off St Thomas' Way. This gate will be open from 08.45 – 09.00. Parents can wait in the area outside the front of the preschool building until the start of the session. Until a child has entered the building and delivered to the care of a member of staff the child is the responsibility of the parent / carer at this time.

The Pre-school front door has a security lock to ensure the safety of the children. Parents/carers wait outside for the door until it is opened by a member of staff at the beginning of each session.

Parents/carers then support their children to remove coats and hang up bags in the cloakroom area before taking them into their room. Once all the children have arrived the room register will be taken.

Children that arrive late are added to the register and if a child leaves early this is also noted (so staff are always aware of how many children there are in each room.)

Any child being taken to Pre-school outside of the stated session start times will need to use the pedestrian gate at St Thomas' Way and use the intercom on the gate to gain entry. Parents/carers will then be greeted at the main door of the building by a member of staff.

Collecting a child from Pre-school

When a child is registered with the Pre-school, parents/carers need to inform Pre-school in writing who may collect their child. Parents are required to inform Pre-school if anyone else is collecting their child on that day.

Parents/carers are also required to inform Pre-school of any person/s who doesn't have legal access to their child.

Late collection

If a parent/carer is late collecting a child, two members of staff will stay on the premises until they are collected.

All efforts will be made to contact the parent or emergency contact number.

Please refer to Uncollected Child Policy for the procedure that will be followed.

It is imperative that parents ensure we have up to date contact details at all times.

Contact and emergency contact details are taken when the child joins the Pre-school, but it is the parent's duty to inform us if these need to be updated during the child's time at Pre-school.

Late collection fee

- If Pre-school children are not collected after the morning session, by 12:00 parents/carers will incur a £10.00 fee. For every additional 15 minutes a further £10.00 will be added to the fee.
- If Pre-school children are not collected after the afternoon session, by 15:00 parents/carers will incur a £10.00 fee. For every additional 15 minutes a further £10.00 will be added to the fee.
- If Farm Friends' children are not collected by 5 minutes after their specified time period of care finishes, parents/carers will incur a £10.00 fee. For every additional 15 minutes a further £10.00 will be added to the fee.

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Charity No. 1076227

EMERGENCY PROCEDURE

If an incident occurs which constitutes an emergency, the following steps must be followed:

1. One member of staff clears the area of other children.
2. One member of staff stays with the child for comfort/first aid.
3. One member of staff phones the emergency services 999 using the mobile phone and relays the information from the 'Contacting Emergency Services' (CES) form located on the office wall.

NOTE: If the child has a Health Care Plan, an individual CES form may have been completed -this information must therefore be relayed to the emergency services. There are two copies of this form, one is kept with the child's medication, and the second will be in the child's medical records.

4. Telephone parent/carer – the telephone number can be found in the medical records.
5. The member of staff who phoned emergency services must wait on St Thomas' Way by the gate to guide the ambulance.
6. If the parent has not arrived, the senior member of staff must go with the child in the ambulance. If the child is on medication this must be taken to the hospital.

If on an outing or outside the Pre-school building, there must always be at least three members of staff available. A phone, a first aid kit and any emergency medication must also be taken. All staff and children on the outing will be wearing a hi-vis vest.

All staff will be made aware of this procedure by the SENCO.

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Charity No. 1076227

EMPLOYMENT AND STAFFING POLICY

(including vetting, contingency plans, training and development)

Policy Statement

We provide a staffing ratio in line with Welfare requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for criminal and other records through the Criminal Records Bureau in accordance with statutory requirements.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping Safe	2.4 Key person	3.4 The wider context	

Procedures

Ratios

- To meet this aim we use the following ratios of adult to children:
- Children aged two years of age: 1 adult : 4 children; *and*
- Children aged three to five years of age: 1 adult : 8 children.
- A minimum of two staff/adults are on duty at any one time.
- We use a key person approach to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We use Ofsted guidance on obtaining references and enhanced criminal records checks through the Criminal Records Bureau for staff who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.
- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check.

Changes to staff

- We inform Ofsted of any changes in the person responsible for our setting.

Training and staff development

- Our setting leader and deputy hold the CACHE Level 3 Diploma in Pre-school Practice or an equivalent qualification and a minimum of half our staff hold the CACHE Level 2 Certificate in Pre-school Practice or an equivalent or higher qualification.
- We provide regular in-service training to all staff through external agencies.
- Our setting budget allocates resources to training.
- We support the work of our staff by holding regular appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Managing staff absences and contingency plans for emergencies

- In term time only settings, our staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the committee with sufficient notice.
- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary in accordance with the contract of employment.

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Charity No. 1076227

EMPLOYMENT POLICY

Induction of staff, volunteers and managers Policy Statement

Policy Statement

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

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.4 Key person	3.2 Supporting every child	

Procedures

We have a written induction plan for all new staff, which includes the following:

1. Introductions to all staff and volunteers, including management committee members.
2. Familiarising with the building, health and safety and fire procedures.
3. Ensuring our policies and procedures have been read and are carried out.
4. Familiarising them with confidential information where applicable in relation to any key children.
5. Details of the tasks and daily routines to be completed.
 - The induction period lasts 4 weeks. The manager inducts new staff and volunteers. The chairperson or senior manager inducts new managers.
 - During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
 - Successful completion of the induction forms part of the probationary period.

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

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Charity No. 1076227

EQUAL OPPORTUNITIES POLICY

Policy Statement

We will ensure that our setting is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our setting is committed to anti discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We aim to:

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

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.2 Supporting every child 3.4 The wider context	4.4 Areas of learning and development

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

Procedures

Admissions

- Our setting is open to all members of the community.
- We advertise our setting widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- If needed, we will endeavour to provide information in languages other than English.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a Travelling community or an asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.
- We ensure that wherever possible that we have a balanced intake of boys and girls in the setting.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff and parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

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

Training

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

Curriculum

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

Our environment is as accessible as possible for all visitor and service users.

We:

- Make children feel valued and good about themselves;
- Ensure that children have equality of access to learning;
- Make adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- Make appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities;
- Positively reflect the widest possible range of communities in the choice of resources;
- Avoid stereotypes or derogatory images in the selection of books or other visual materials;
- Celebrate a wide range of festivals;
- Create an environment of mutual respect and tolerance;
- Differentiate the curriculum to meet children's special educational needs;
- Help children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- Ensure that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- Endeavour to ensure that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- Endeavour to ensure that children speaking languages other than English are supported in the maintenance and development of their home languages.
- Valuing diversity in families
- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we endeavour to develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means.

Food

We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met. We help children to learn about a range of food.

Meetings

Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting. Information about meetings is communicated in a variety of ways – written and verbal – to ensure that all parents have information about and access to the meetings.

Monitoring and reviewing

To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity. We provide a complaints procedure and a complaints summary.

Legal framework

- The Equality Act 2006
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001

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E-SAFETY & SOCIAL NETWORKING POLICY

Policy Statement

Bishopdown Farm Community Pre-school and Farm Friends is committed to keeping children safe and healthy in all aspects of internet and social networking safety.

Aim

Our aim is to act responsibly and follow guidelines for everyone's protection. Bishopdown Farm Community Pre-school and Farm Friends we want to work with children, parents and the community to ensure the safety of children and to give them the very best start in life.

Procedures

To ensure the safety and welfare of children in our care we operate an e-safety policy to include use of the internet and mobile phones.

When using social networking sites such as Facebook, staff must remember that they are in a professional position and are responsible for the care and education of children. When someone is identified with the setting or discusses their work, they are expected to behave appropriately when on the internet.

Staff should

- Ensure all electronic communication with children, parents, carers, staff and others is compatible with their professional role and in line with the policies of the setting.
- Not share work-related information whether written or pictorial in any way or talk about their professional role in any capacity when using social media such as Facebook and YouTube
- Ensure that there is no mention of the setting, names of staff, Committee members or attending children or their families.
- Not encourage parents as friends on social networking sites.
- Not put online any text, images, sound or video that could upset or offend anyone connected to the setting, member of the community or be incompatible with their professional role.
- Only take images of children and/or staff for professional purposes, in accordance with setting policy. They should also ensure that the parent/carer of any child has given written consent.
- Not upload any photos of staff, or children and their families on any site (except for nominated individuals who may upload such photos onto the Pre-school website after gaining written permission from staff or parent/carer).
- Make sure that all photos placed on the Pre-school website should portray those shown in a positive context.
- Respect the privacy and the feelings of others.

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

- Not browse, download, upload or distribute any materials that could be considered offensive, illegal or discriminatory.
- Not engage in activities on the Internet (whether in work or outside) which might bring the setting or its associated employees into disrepute.
- Have a duty to report E-safety incident which may impact on them, their professionalism or the organisation.

Any communications or content published, that causes damage to the setting or any of its employees, children or families may amount to misconduct or gross misconduct and could lead to dismissal.

Mobile Phones

To ensure the safety and welfare of children in our care we operate a personal mobile phone usage policy, which stipulates that personal mobile phones cannot be used when in the presence of children at Pre-school, Farm Friends or when on outings.

- All mobile phones should be kept securely in the office throughout contact time with children.
- Mobile phone calls may only be taken at staff breaks or in staff member's own time.
- In the case of a personal emergency, personal calls may be made in a designated area of the setting.
- It is the responsibility of the individual staff members to ensure that their families, children's schools etc. know the Pre-school phone number in order to contact them in cases of an emergency.
- During group outings nominated staff will access the Pre-school's mobile phone, which is to be used for emergency purposes only.

Smart Watches

To ensure the safety and welfare of children in our care we operate a personal smart watch policy, which stipulates that smart watches must have notifications disabled when in the presence of children at Pre-school, Farm Friends or when on outings.

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ESCALATION POLICY

https://www.proceduresonline.com/swcpp/wiltshire/p_escalation.html#

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

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EXCLUSION PROCEDURE FOR ILLNESS/COMMUNICABLE DISEASE POLICY

Statement of Intent

Our aim is to provide the best possible care for all of our children. Therefore, we cannot accept sick children at Pre-school. In order to avoid embarrassment to parents and staff, please do not try to leave a child if you suspect they are unwell. When a child becomes ill at Pre-school, every effort will be made to contact the parent/carer who will be requested to collect their child as soon as possible.

Please use the following guidelines before bringing your child to Pre-school.

Disease / Illness	Exclusion
Antibiotics	First 2 days at home
Temperature	If sent home ill, child must be off for 24 hours
Vomiting / Diarrhoea	At least 48 hours after the last episode
Chicken Pox	5 days from appearance of rash, all spots must be completely scabbed over
Conjunctivitis	Exclude until discharge from eyes has ceased
Covid-19 (Coronavirus)	Children with symptoms of Covid-19: high temperature or a new continuous cough, must take a PCR test and on receipt of the results must follow latest Government guidance. Please see www.gov.uk for latest Government guidance on Covid-19
Hand, foot and mouth	None
Headlice	None
Hepatitis A	Exclude until a medical certificate is obtained
Hepatitis B & C	None
HIV/AIDS	None

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

Impetigo	Until the skin has healed
Measles	5 days from appearance of rash, child must be healthy in themselves
Poliomyelitis	Until declared free from infection by a Doctor
Ringworm of the scalp	Until cleared
Ringworm of the body	Seldom necessary to exclude, provided treatment is being given
Rubella (German Measles)	5 days from appearance of rash
Scabies	Child can return after first treatment
Scarlet fever and Streptococcal	Until appropriate medical treatment has been given, in no case less than 5 days
Threadworms	None
Tonsillitis	None
Tuberculosis	Until declared free from infection by a Doctor
Warts & verruca's	No exclusion. Should be treated and covered
Whooping Cough	21 days from the onset of paroxysmal cough or 5 days from commencing antibiotics
Unknown rashes	Medical advice should be sought

PLEASE NOTIFY US IF YOU ARE AWARE YOUR CHILD HAS A CONTAGIOUS ILLNESS OR IF A DOCTOR HAS CONFIRMED THE CAUSE OF THE ILLNESS.

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FARM VISITS

Policy Statement

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

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health & Wellbeing	2.3 Supporting learning	3.3 The learning environment	4.1 Play and exploration 4.4 Knowledge and understanding of the world

Procedures

Before a visit a risk assessment is carried out – this may take account of safety factors listed in the farm's or external company's own risk assessment which should be viewed.

The outdoor procedure is followed where relevant.

Children wash their hands after contact with animals.

Outdoor footwear worn to visit farms are cleaned of mud and debris and should not be worn indoors.

Legal Framework

The Management of Health and Safety at Work Regulations 1999

www.opsi.gov.uk/SI/si1999/19993242.html

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

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FEES POLICY

Bishopdown Farm Community Pre-school is a non-profit making, charity run by a voluntary management committee. We aim to offer a high quality service, in a safe and stimulating environment where the needs of individual children are met. We depend on regular fee income to pay our staff and for the premises.

This policy seeks to establish an understanding and agreement between the committee and all parents/carers about expectations regarding the payment of Pre-school fees.

Fees

Fees will be reviewed regularly and parents/carers will be given as much notice as possible of any increase in the hourly rate.

Pre-school Fees from September 2022:

Fees are set according to age groups and are payable for a session.

- £15.50 per session until the term after a child's 3rd birthday.
- £15.00 per session from the term after a child's 3rd birthday.

The fee rate will be made known to parents/carers when the child is entered on the waiting list and/or registered in the group.

Farm Friends fees from September 2022:

Breakfast Club -	7:45am to 8:45am -	£6.00 per child
After School Club -	3:00pm to 4:00pm -	£6.00 per child
After School Club -	3:00pm to 5:00pm -	£10.20 per child
After School Club -	3:00pm to 6:00pm -	£15.00 per child

Payment for After School Club is on an hourly basis, regardless of what time the child is collected, within that hour.

A Junior child's fee starts from 3.00pm as Farm Friends are operating the Walking Bus. We operate a system of either block bookings, whereby you can book your child/ren into Farm Friends for all or certain sessions in advance or you can use Farm Friends on a more flexible arrangement and book occasional sessions, as long as there are spaces. Flexible bookings will have to be arranged at least 24 hours in advance. All children using Farm Friends will need to be registered with Farm Friends before they can start.

4 weeks' term notice will need to be given when changing permanent sessions.

Billing / Invoicing

PRE-SCHOOL - All Parents/carers will receive an invoice two weeks before the beginning of each half term, detailing hours booked and fees due for the half term, where applicable.

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

FARM FRIENDS - All Parents/carers will receive an invoice two weeks before the beginning of each month, detailing hours booked and fees due for the month.

Payment of fees

Fees must be paid in full by the due date as stated on the invoice, unless agreed in writing with the Finance Administrator beforehand.

Late Payment of fees

Should a problem arise concerning payment of fees parents/carer should speak to the Pre-school Manager, Finance Administrator, Chairperson or Treasurer **as soon as possible** to enable the Pre-school to come to an agreement regarding the payment. Confidentiality will be assured.

Should full payment not be received by 7 days after the due date stated on the invoice, the child's place will be suspended, pending full payment. Please note, the space is not guaranteed to be held open whilst we await payment.

Please note: As a registered charity, we are obliged to collect all monies owing to us and to take legal action if all other avenues have been explored.

Bishopdown Farm Community Pre-school and Farm Friends

Greentrees Primary School
 Sycamore Drive
 Bishopdown
 SALISBURY
 SP1 3GZ



Charity No. 1076227

FIRE SAFETY POLICY

The committee and staff create a safe environment where the prevention of fire is of vital importance. Our first duty is always to look after the children and this will mean the evacuation of the building. No attempt should be made to fight the fire until their safety is ensured, and then without exposing any person to risk

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive Practice 1.3 Keeping safe		3.1 Observation, Assessment and Planning 3.2 Supporting Every Child 3.4 The Wider Context	

- Bishopdown Farm Community Pre-school and Farm Friends has an appointed Fire Officer (Fiona Bevan) who will plan and implement regular fire drills.
- The Pre-school will carry out fire drills at least twice a term - ensuring that all children are aware of the fire evacuation procedure. To ensure this, we will carry out the fire drills either daily throughout one week or on each day of the week over the course of a few weeks. We will log every fire drill carried out in the Fire Safety file.
- Students and visitors will be instructed on fire drill procedures at the beginning of their attendance, and parents will be made aware when staying for a session as well as the procedure being printed in the 'Parent Prospectus'
- Testing of firefighting equipment is carried out annually.
- All emergency exits are to be kept clear and free of obstruction at all times

The Fire Risk Assessment will be reviewed annually by the Fire Officer, Manager and Committee Health and Safety Officer. This assessment will:

- Identify any person especially at risk in case of a fire, e.g. very young children, children with special or additional needs, vulnerable adults and make plans for their safe evacuation

- Any potential hazards that could result in evacuation e.g. slipping on steps, having to evacuate into a car park used by others and that is not enclosed.
- Review the Pre-school evacuation plan
- Look at the past years records of fire practices etc
- Ensure the provision of adequate training
- Review the Fire Risk Assessment sheets
- Review the provision of instruction to students or visitors to the building

General Fire Safety

All staff will make it their responsibility to ensure:

- Tops and fronts of heaters are kept clear
- There is 1 metre clearance to the routes of exit door
- Displays where possible will not be above heaters, and if this is unavoidable they will be securely fixed
- Combustible materials (paper, card, fabrics etc) are not stored near to sockets or lights
- Unnecessary lights or electrical appliances (Computers, printers, TV and video, fans, laminator, toaster, etc) are to be switched off and where possible unplugged.
- All electrical items, plugs and cables are checked each year
- The fire extinguishers are checked annually. Fire officer organises this visit.

Smoking

Smoking and Vaping is prohibited in or around the Pre-school.

Testing of Fire Alarm System

The Fire Officer will test the fire alarm system weekly. Each alarm point will be numbered and recorded in the logbook.

There will be a foam and CO² extinguisher in the foyer under the fire point and a fire blanket in the kitchen. There are also water and CO² extinguishers in the office.

THE PROCEDURE IN THE EVENT OF A FIRE

On discovering a fire

1. *Sound the nearest alarm call point by breaking the glass in the alarm box*
2. *Dial 999 for the fire brigade – Pre-school Fire Officer / Manager / Deputy / Person nominated*
3. *Tackle the fire only if safe to do so.*

On hearing the alarm

1. *Stop*
2. *Listen*
3. *Remain calm*
4. *Evacuate the building by the nearest fire doors or safest alternative route*
5. *Assemble at the assembly point in the Greentrees Primary School field (far side fence)*
6. *Pre-school Fire Officer / Manager / Deputy takes register, registration documents and visitor's book to assembly point.*
7. *Count children/call the register. If anyone is missing, Manager / Deputy to liaise with the fire service.*

Evacuation Procedure

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

- *All children are escorted from the building. Staff will lead their children out through the fire exit door in their classroom. One member of staff will lead the children to the fire exit; the others will check all areas of the classroom and help to escort the children calmly and safely from the room. One member of staff will be designated to exit last, following the children and closing windows and doors if possible. The children will be taken to the assembly point in the ball court.*
- *Key persons will be responsible for taking care of any child who may have additional needs. (see Personal Evacuation procedures)*
- *If children are in the playground they will be escorted to the assembly point by the staff on duty outside at the time. If any route is cut off for exit, all will exit by the nearest available door and wait safely with their adult outside.*
- *Under no circumstances are staff, other adults or children to collect personal belongings.*
- *The Pre-school Fire Officer / Manager / Deputy will check the kitchen, toilets, storeroom and office. She will direct any child/ren towards the nearest classroom fire exit. Once she is satisfied that the building has been evacuated, she will leave by the nearest available door.*
- *At Assembly Point, Fire Officer / Manager / Deputy to call the register. Liaise with Fire Officer if anyone is missing.*

ASSEMBLY POINT – Greentrees Primary School Field – Far Fence

After the event

- *Do not re-enter the building until advised to do so by the senior fire service officer (or by the Fire Officer/Manager/Deputy if it is a Fire practise.*
- *Ensure that the premises are in safe working order before re-occupying.*
- *Take all children back into their rooms for a final head count and explanation of what has happened before they re-engage in free flow play.*
- *If the fire officer deems that the building is not fit to be re-entered the children will be escorted to Greentrees Primary School to await collection by their parents. (The parents will be contacted via the emergency numbers in the registration file. Evacuation Bags are kept in each room with emergency contacts).*
- *Staff will remain with the children until all have been collected or told to leave by the Pre-school Fire Officer / Manager / Deputy.*

Know

1. Your means of escape, primary and secondary
2. The nearest fire alarm point
3. The assembly point

Assembly Point - Greentrees Primary School Field – Far Fence

Greentrees Primary School – Infants site Fire Alarm / Emergency Evacuation

In the event of a fire alarm / evacuation procedure at Greentrees Primary School – Infants site, Bishopdown Farm Preschool will evacuate as per the above procedure.

Legal Framework

Regulatory Reform (Fire Safety) Order 2005

www.opsi.gov.uk/si/si2005/20051541.html

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

Bishopdown Farm Community Pre-school and Farm Friends

Greentrees Primary School

Sycamore Drive

Bishopdown

SALISBURY

SP1 3GZ



Charity No. 1076227

FIRST AID POLICY

Policy Statement

In our setting staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one member of staff with current first aid training is on the premises or on an outing at any one time. The first aid training qualification includes first aid training for infants and young children.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health & Wellbeing	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.4 The wider context	

The First Aid Kit

- Our first aid kit complies with the Health and Safety (First Aid) Regulations 1981 and is regularly checked and added to as needed.
- The first aid box is easily accessible to adults and is kept out of the reach of children.
- No un-prescribed medication is given to children.
- At the times of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.
- Parents sign a consent form at registrations allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary, on the understanding that parents are informed as soon as possible.

Legal Framework

Health and Safety (First Aid) Regulations (1981)

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

Bishopdown Farm Community Pre-school and Farm Friends

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Charity No. 1076227

FOOD AND DRINK POLICY

Policy Statement

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

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well being	2.1 Respecting each other 2.2 Parents as partners 2.4 Key Person	3.2 Supporting every Child 3.4 The wider context	4.4 Personal, Social and emotional development

Procedures

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

- Before a child starts to attend the setting, we ask parents to record their children's dietary needs and preferences, including any allergies. (See the Managing Children with Allergies policy)
- We display current information about individual children's dietary needs so that all staff are fully informed about them.
- We provide nutritious food for all snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks (as necessary).

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of his/her diet or allergy.
- 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 and feeding themselves.
- We have fresh drinking water constantly available for the children. We inform children about how to obtain the water, and that they can ask for water at any time during the day.
- We inform parents who provide food for their children about the storage facilities available in the setting.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- For children who drink milk, we provide semi-skimmed milk.
- The temperature of the fridge will be checked.

Packed Lunches

When children are required to bring packed lunches, we:

- Recommend to families that packed lunches contain an ice pack to keep food cool.
- Encourage parents to provide sandwiches with a healthy filling and fruit,
- Provide children bringing packed lunches with plates, cups and cutlery.
- Ensure staff help children to enjoy their lunch so that the mealtime is a social occasion.
- No nuts are to be brought into the Pre-school.
- We will not heat up food or drink.

Legal Framework

- Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs.

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Charity No. 1076227

FOOD HYGIENE POLICY

(including procedure for reporting food poisoning)

Policy Statement

In our setting, we provide and/or serve food for children on the following basis:

- Snacks
- Packed Lunches

We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe		3.3 The learning environment 3.4 The wider context	

Procedures

- The person responsible for food preparation and serving carries out daily checks on the kitchen to ensure standards are met consistently.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home.
- Parents are encouraged to add ice-packs to children's lunch boxes.
- Individual children's lunch box contents are not shared with others.
- Food preparation areas are cleaned before use as well as after use.
- There are separate facilities for hand-washing and for washing up.

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

- All surfaces are clean and non-porous.
- All utensils, crockery etc are clean and stored appropriately.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have access to the kitchen.

When children take part in cooking activities, they:

- Are supervised at all times.
- Understand the importance of hand washing and simple hygiene rules.
- Are kept away from hot surfaces and hot water.
- Do not have unsupervised access to electrical equipment such as blenders, microwaves etc.

Report of food poisoning

Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department, to report the outbreak and will comply with any investigation.

If the food poisoning is identified as a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988 the setting will report the matter to Ofsted.

Legal Framework

Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs.

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Charity No. 1076227

GENERAL INFORMATION POLICY

Bishopdown Farm Community Pre-school and Farm Friends is a non-profit making charity, run by a voluntary management committee. We aim to offer a high-quality service, in a safe and stimulating environment where the needs of individual children are met. We depend on regular fee income to pay our staff and for the premises.

This policy seeks to establish an understanding and agreement between the committee and all parents/carers about expectations regarding the payment of Pre-school fees.

Opening Times

Bishopdown Farm Community Pre-school and Farm Friends operates during the following hours during term time:

	FARM FRIENDS Breakfast Club	PRE-SCHOOL Morning	PRE-SCHOOL Afternoon	PRE-SCHOOL All day	FARM FRIENDS After School Club
Mon	7:45-8.45AM	8.55-11.55AM	11.55-2.55PM	8.55-2.55PM	3:00-6:00PM
Tues	7:45-8.45AM	8.55-11.55AM	11.55-2.55PM	8.55-2.55PM	3:00-6:00PM
Wed	7:45-8.45AM	8.55-11.55AM	11.55-2.55PM	8.55-2.55PM	3:00-6:00PM
Thur	7:45-8.45AM	8.55-11.55AM	11.55-2.55PM	8.55-2.55PM	3:00-6:00PM
Fri	7:45-8.45AM	8.55-11.55AM	11.55-2.55PM	8.55-2.55PM	3:00-5:00PM

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

Fees

Fees will be reviewed regularly and parents/carers will be given as much notice as possible of any increase in the hourly rate.

Preschool Fees from September 2022 :

Fees are set according to age groups and are payable for a session.

- £15.00 per session until the term after a child's 3rd birthday.
- £15.50 per session from the term after a child's 3rd birthday.

The fee rate will be made known to parents/carers when the child is entered on the waiting list and/or registered in the group.

Farm Friends fees from September 2019:

Breakfast Club -	7:45am to 8:45am - £6.00 per child
After School Club -	3:00pm to 4:00pm - £6.00 per child
After School Club -	3:00pm to 5:00pm - £10.20 per child
After School Club -	3:00pm to 6:00pm - £15.00 per child

Payment for After School Club is on an hourly basis, regardless of what time the child is collected, within that hour.

A Junior child's fee starts from 3.00pm as Farm Friends are operating the Walking Bus. We operate a system of either block bookings, whereby you can book your child/ren into Farm Friends for all or certain sessions in advance or you can use Farm Friends on a more flexible arrangement and book occasional sessions, as long as there are spaces. Flexible bookings will have to be arranged at least 24 hours in advance. All children using Farm Friends will need to be registered with Farm Friends before they can start.

4 weeks' term notice will need to be given when changing permanent sessions.

Funding Entitlement

Children eligible for 'Early Years Entitlement Funding' are entitled to receive up to 15 hours of early years education per week for 38 weeks a year. Children are eligible for the funding in the term after their third birthday.

Parents/carers will receive an invoice which includes details of the 15 hours of Early Years Entitlement Funding. The funding will be shown as a £0 balance on invoices (as this has been paid by Wiltshire Council). Parents/carers will be invoiced for any hours in excess of the 15 funded hours their child(ren) receive per week.

Your child may also be eligible for '2 Year Funding' or '30 Hours funding' - Please talk to the Pre-school Manager for more information or visit the Wiltshire Council website: <https://www.wiltshire.gov.uk/child-care>

Notice period

Pre-school and Farm Friends require 4 weeks' term time notice for termination of a place or a reduction in the number of sessions attended.

Absence

Fees are still due if a child is absent through sickness, medical treatment or holidays taken in term time (although, in exceptional circumstances, this may be reviewed on an individual basis).

Any child absent for two weeks without prior notice to the Pre-school is liable to lose their place.

Bishopdown Farm Community Pre-school and Farm Friends

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Charity No. 1076227

HEALTH AND SAFETY POLICY

Policy Statement

This setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

Our member of staff responsible for Health and Safety is Marie Ryan. Our Health and Safety Officer on the committee is Lara Barker.

Insurance cover

We have public liability insurance and employer’s liability insurance. The certificate for public liability insurance is displayed in the foyer and the office.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health & Wellbeing		3.3 The learning environment	

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 share of responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.

Where more than five staff and volunteers are employed, the risk assessment is written and reviewed regularly.

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

Health and safety issues are visually checked daily before the session begins as well as those that are checked on a termly/annual basis when a full risk assessment is carried out.

Legal Framework

- Management of Health and Safety at Work Regulations 1992

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Charity No. 1076227

ICT POLICY including Tapestry

Policy Statement

ICT is embedded in children's everyday experiences, for example in barcodes in supermarkets, interactive television programmes, microwaves, vacuum cleaners, video/DVD players and traffic lights at pedestrian crossings. Bishopdown Farm Pre-school is aware that some children may not only be aware of ICT around them, but also interested in how the devices work. On the other hand, some will have little knowledge or experience.

ICT resources can be used to impact on children's learning in all areas of the curriculum through the use of resources such as floor robots and toys. These can be incorporated into opportunities for problem solving and cooperation. Similarly, ICT resources such as old phones and computer keyboards can present creative learning experiences to enhance imaginative play, e.g. role play with ICT resources within it.

Bishopdown Farm Pre-school is committed to providing learning experiences in Information Communication Technology by:

- Understanding the different ways in which children learn and how ICT is only one of a range of learning tools that support their learning.
- Promoting inclusion through a rich and varied ICT environment.
- Making sure all children can access a range of safe and appropriate ICT equipment within the setting, such as tablets, CD player, telephones, children's computer toys and remote-controlled bug.

Bishopdown Farm Pre-school have been fortunate in securing modern computer resources for the use of its users. ICT is an invaluable resource in education and research and can also provide stimulating diversion in electronic games. Nevertheless, they are complicated pieces of electronic equipment and require careful management. Bishopdown Farm Pre-school is responsible for the operation and maintenance of the computers, tablets or any other ICT resources, and has a duty to ensure that there is no improper use made of them.

Procedures

Rules of Use of Pre-school Computers and Tablets

- Users must never load program files onto the computers or tablets without the permission of the Manager
- Users must not modify the desktop or other settings without the permission of the Manager
- Users must not set or change passwords without the permission of the Manager. Where it is permissible to set passwords, these must be known by the Manager so they may preserve the integrity of the system and ensure that Bishopdown Farm Pre-school is not inadvertently left open to prosecution.
- Users must not use CD ROMs, discs or USB sticks brought in from home unless they have been virus screened by the Manager.
- Users must not access other people's files unless permission has been given.
- Programs must not be brought in from home for use in the Pre-school.
- Users must not set up an internet connection without the permission of the Manager
- Computers should only be used for the purposes agreed with the Manager.

Tapestry

Pre-school provide an online learning journal for all children with a signed permission slip. This online learning journal is called Tapestry, and is accessed through the app and a secure website. Pre-school provide Kindle Fires to staff for use of Tapestry to record observations in the setting. Staff are permitted to access Tapestry at home on their personal devices, if they have signed the guidelines. Only approved devices can be connected to the internet.

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Charity No. 1076227

INDUCTION OF STAFF, VOLUNTEERS AND MANAGERS POLICY

Policy Statement

Pre-school provides an induction for all staff, volunteers and managers in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

Purpose

To integrate a new employee into the setting in order that he/she is encouraged to become an effective and motivated member of the team.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping Safe	2.4 Key Person	3.2 Supporting every child	

Procedure

We have a written induction plan for all new staff, which includes the following:

- Introduction to all staff and volunteers, including committee members.
- Familiarise yourself with the building, health and safety and fire procedures.
- Familiarise yourself with policies and procedures.
- Familiarise yourself with Safeguarding Children issues.
- Introduction to parents, especially parents of children they will be key worker for.
- Familiarise yourself with confidential information, as applicable, in relation to any children they will be key worker for and for any other children where there is a need to know.
- Details of the tasks and daily routines to be completed.

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

The induction period lasts two weeks. The Pre-school manager is responsible for the induction of new staff and volunteers. The chairperson or a nominated deputy from the Committee is responsible for the induction of a new manager.

During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines. Successful completion of the induction forms part of the probationary period.

Appendix 1 – Induction procedure for a new manager

Objectives to be achieved by the end of day one

- Meet with the line manager to ensure that the induction process is understood.
- Define the expectation of the line manager and committee
 - a. Punctuality
 - b. Dress code
 - c. Personal use of settings, email, and Facebook page
 - d. Attendance of meetings/training
 - e. Flexibility
 - f. Absence/sickness procedure
 - g. Working hours, break arrangements
 - h. Ensure DBS check is up to date and proof of other qualifications.
 - i. Tour of building explaining fire exits and security measures.
 - j. Familiarise yourself with daily routine of Pre-school.
 - k. Handing over of keys and locking up procedure.
 - l. Risk assessment done daily.

Objectives to be achieved by the end of week one

- Familiarise yourself with office procedures, documentation and equipment.
- Been involved with/carried out the fire drill procedure.
- Clarification on standards required and quality of work.
- Met Pre-school parents as they arrive with their children.
- Had a meeting with staff to review expectations, procedures, smooth- running of Pre-school and discuss anything that occurred during the week. (Then meetings on a weekly basis).
- Familiarise yourself with Pre-school customs and procedures
- Familiarise yourself with the responsibilities of other parties (eg. Committee, Treasurer and Administrator) and how to contact them.
- Familiarise yourself with names of outside agencies; child protection officer, regional SENCO, early years support advisor.
- Make sure planning and preparation is done or scheduled to be done, weekly in advance (as a minimum).

Objectives to be achieved by the end of week four

- Meet with administrator to discuss
- Summary of settings financial position
- Invoicing parents
- Submitting head count information to Wiltshire
- Pay details
- Overtime sheets
- Submitting expenses

1. **Other objectives**

- Review SEF and begin to update
- Look at FIP
- Review EYFS procedures within the Pre-school and learning journeys.
- Are requirements for OFSTED being fulfilled?
- Review staff training and dates of previous training and book courses if needed.

Appendix 2 – Induction procedure for a new key person

Objectives to be achieved by the end of day one

- Meet with Manager to ensure that the induction process is understood
- Define the expectations of the committee

Objective
Punctuality
Dress code
Personal use of setting, email and Facebook page
Discuss and sign confidentiality agreement
Attendance of meetings/training
Flexibility
Absence/sickness procedure
Working hours and break arrangements
Complete DBS checks and proof of other qualifications
Tour of building, explaining exits and security measures
Familiarise yourself with the daily routine of pre school
Daily risk assessment complete

Objectives to be achieved by the end of week two

Objective
Familiarise yourself with office procedures, documentation and equipment
Been involved in a fire drill
Met Pre-school parents, especially those in your keyworker group
Meet with staff to review expectations, procedures and discuss the running of pre school
Familiarise yourself with Pre-school customs and procedures
Familiarise yourself with the responsibilities of other parties (eg committee, treasurer and administrator) and how to contact them

Objectives to be achieved by end of week four

Objective
Meet with administrator to discuss, summary of settings financial position, pay details, overtime and expenses sheets.
Review EYFS procedures within Pre-school and Tapestry
Be familiar with previous OFSTED findings and how the Pre-school are working towards the recommendations

Policies and Procedures

Read and sign when each of the following policies and procedures have been read and understood.

Policy/Procedure	Date	Signed
Achieving positive behaviour		
Administering medicine		
Admissions		
Asthma		
Children's rights and entitlements		
Confidentiality and client access to records		
Covid19 (Coronavirus)		
Dropping off and collection		

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

Emergency Procedure		
Employment and staffing		
Employment (staff)		
Employment (student placements)		
Equal opportunities-valuing diversity and promoting equality		
E-Safety and social networking		
Escalation		
Exclusion procedure for illness/communicable disease		
Farm Visits		

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

Fees		
Fire safety		
First Aid		
Food and drink		
Food hygiene		
General information		
Health and safety		
ICT including tapestry		
Induction of staff, volunteers and managers		
Information sharing		

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

Keyperson and settling in		
Looked after children		
Maintaining Children's safety and security on premises		
Making a complaint		
Managing children with allergies/who are sick or infectious		
Missing child		
Nappy + changing		
No smoking or vaping		
Parent involvement		

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

Prevent duty		
Promoting British values		
Record keeping (children's records)		
Record keeping (provider records)		
Recording and reporting accidents		
Reserves		
Risk assessment		
Safeguarding children and child protection		
Smoking, alcohol and drugs		
Staff and volunteer anti-bullying		

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

Staff development and training		
Staff development and training		
Student employment		
Supervision of children on outings		
Supporting children with special education needs		
Transfer of records to schools		
Uncollected children		
Unforeseen circumstances		
Working in partnership with other agencies		

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

Exclusion for illness/communicable diseases procedure		
Emergency evacuation procedure		

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

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Charity No. 1076227

INFORMATION SHARING POLICY

Staff understand the Pre-school's position and commitment to information sharing. They have confidence in the continued support of the Pre-school where they have used their professional judgement and shared information professionally.

Policy Statement

We recognise that parents have a right to know that the information they share with us will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why we are obliged to share information.

We record and share information about children and their families (data subjects) in line with the six principles of the General Data Protection Regulations (GDPR) (2018) which are further explained in the Privacy Notice that is given to parents at the point of registration.

The six principles state that personal data must be:

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject.
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed.
6. Processed in a way that ensures appropriate security of the persona data including protection against accidental loss, destruction or damage, using appropriate technical or organisational measures

We are obliged to share confidential information without authorisation from the person who provided it, or to whom it relates, if it is in the public interest. That is when:

- it is to prevent a crime from being committed or to intervene where one may have been, or to prevent harm to a child or adult; or
- not sharing it could be worse than the outcome of having shared it. The responsibility for decision-making should not rely solely on an individual, but should have the back-up of the management team. The management team provide clear guidance, policy and procedures to ensure all staff and

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

volunteers understand their information sharing responsibilities and are able to respond in a timely, appropriate way to any safeguarding concerns.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	

Procedures

Our procedure is based on the GDPR principles as listed above and the seven golden rules for sharing information in the Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. We also follow the guidance on information sharing from the Local Safeguarding Children Board.

1. *Remember that the General Data Protection Regulations 2018 and human rights law are not barriers to justified information sharing as per the Children Act 1989, but provide a framework to ensure that personal information about living individuals is shared appropriately.*

- The policy and procedures on Information Sharing provide guidance to appropriate sharing of information [both within the setting, as well as] with external agencies.

2. *Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or if I have a legal obligation to do so. A Privacy Notice is given to parents at the point of registration to explain this further.*

In the setting we ensure parents:

- Receive a copy of the Privacy Notice and information about the Information Sharing Policy when starting their child in the setting and that they sign the Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
- have information about the Safeguarding Children and Child Protection Policy; and
- have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.

3. *Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.*

- The staff discusses concerns about a child routinely in supervision and any actions are recorded in the child's file.

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

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- Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated person, who will contact children's social care for advice where they have doubts or are unsure.
 - The manager seeks advice if they need to share information without consent to disclose.
4. *Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.*
- We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.
 - The guidelines for consent are part of this procedure.
 - The setting leader is conversant with this and will be able to advise staff accordingly.
5. *Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.*
- In the setting we:
- record concerns and discuss these with our designated person and/or designated officer from the management team for child protection matters;
 - record decisions made and the reasons why information will be shared and to whom; and
 - follow the procedures for reporting concerns and record keeping as set out in the Safeguarding Children and Child Protection Policy.
6. *Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*
- The Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.
7. *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*
- Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

Consent

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

- The policies and procedures set out the setting's responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in the prospectus.

- Parents sign the Registration Form at registration to confirm that they understand this.
- We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- We can give parents copies of the forms they sign.
- We consider the following questions when we assess the need to share:
 - Is there a legitimate purpose to us sharing the information?
 - Does the information enable the person to be identified?
 - Is the information confidential?
 - If the information is confidential, do we have consent to share?
 - Is there a statutory duty or court order requiring us to share the information?
 - If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?
 - If the decision is to share, are we sharing the right information in the right way?
 - Have we properly recorded our decision?
- Consent must be freely given and *informed* - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information as detailed in the PrivacyNotice.
- Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.
- Consent can be withdrawn at any time.
- We explain the Information Sharing Policy to parents.

Separated parents

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

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

Legal framework

- General Data Protection Regulations (GDPR) (2018)
- Human Rights Act (1998)

Bishopdown Farm Community Pre-school and Farm Friends

Greentrees Primary School

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Charity No. 1076227

THE ROLE OF THE KEY PERSON AND SETTLING IN POLICY

Policy Statement

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

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe 1.4 Health & Wellbeing	2.1 Respecting each other 2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

Procedures

- We allocate a key person before the child starts. The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person offers unconditional regard for the child and is non-judgemental.

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

- The key person works with the parent(s) to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- The key person is responsible for developmental records and for sharing information on a regular basis with the child's parents.
- The key person encourages positive relationship between children in her/his key group, spending time with them as a group each day.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

Settling In

1. Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), and come and play sessions.
2. During the half term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
3. We allocate a key person to each child and his/her family before he/she starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
4. When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
5. Younger children may take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
6. We judge a child to be settled when they have formed a relationship with their key person, and when the child is familiar with where things are and is pleased to see other children and practitioners and participate in activities.
7. When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
8. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
9. We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left.
10. Within the first four to six weeks of starting, we discuss and work with the child's parents to start to create their child's record of achievement.

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Charity No. 1076227

LOOKED AFTER CHILDREN POLICY

Policy Statement

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

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

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

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

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We offer places for funded 2, 3 and 4 year olds who are in care to ensure they receive their entitlement to early education.

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

- We will offer ‘stay and play’ provision for a child who is 2 to 5 years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Personal, social and emotional development

Procedures

- The designated person for looked after children is the Safeguarding Lead – **Nicola Edwards**.
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child’s needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared.
- The setting recognises the role of the local authority social care department as the child’s ‘corporate parent’ and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent’s or foster carer’s role in relation to the setting without prior discussion and agreement with the child’s social worker.
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child’s learning needs.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the ‘proximity’ stage is followed until it is viable that the child has formed a relationship with his or her key person sufficient to act as a ‘secure base’ to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child’s well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage 7 areas of learning.
- Concerns about the child will be noted in the child’s file and discussed with the foster carer.

- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worked according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- Transition to school will be handled sensitively.

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Charity No. 1076227

MAINTAINING CHILDREN'S SAFETY AND SECURITY ON PREMISES POLICY

Policy Statement

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

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.2 Parents as partners		

Procedures

Child's personal safety

- We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the DBS.
- Volunteers do not supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two staff members are present.
- We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

- Systems are in place for the safe arrival and departure of children.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults – staff, volunteers and visitors – are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

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MAKING A COMPLAINT

Policy Statement

Our setting 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 our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the 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.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other 2.2 Parents as partners	3.2 Supporting every child 3.4 The wider context	

Procedures

All settings are required to keep a written record of any complaints that reach stage two and above, and their outcome. This is to be made available to parents, as well as to Ofsted inspectors on request. A full procedure is set out in the Early Years Alliance publication Complaint Investigation Record (2012) which acts as the 'summary log' for this purpose. (Pre-school holds a copy).

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

Making a complaint

Stage 1

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

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the manager and the chairperson of the management committee.
- The setting stores all information relating to written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the manager may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, the manager and chairperson meet with the parent(s) to discuss the outcome.
- Parents will be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points are logged in the Complaint Investigation Record, which is made available to Ofsted on request.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the manager and the chairperson of the management committee. The parent may have a friend or partner present if they prefer and the manager should have the support of the chairperson of the management committee
- 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 Complaint Investigation Record.

Stage 4

- If at the stage three meeting the parent 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 define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff or volunteers within the Early Years Alliance are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with the setting manager or chairperson of the management committee, 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 setting leader and the chair of the management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

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

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
- Parents can complain to Ofsted by telephone or in writing at Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD Tel: 0300 123 1231
- These details are displayed on the setting's notice board.
- If a child appears to be at risk, the setting follow the procedures of the Local Safeguarding Children Board.
- 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.
- The Information Commissioner's Office (ICO) can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after raising your concern with us. For further information about how we handle your data, please refer to the Privacy Notice given to you when you registered your child at the setting. The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk

Records

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

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Charity No. 1076227

MANAGING CHILDREN WITH ALLERGIES, OR WHO ARE SICK OR INFECTIOUS POLICY (including reporting notifiable diseases)

Policy Statement

We provide care for healthy children and promote health through identifying allergies and preventing contact with the allergic substance and through preventing cross infection of viruses and bacterial infections.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child	

Procedure for child with allergies

When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the medical records of individual children.

If a child has an allergy, a risk assessment form is completed to detail the following:

The allergen (ie the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).

The nature of the allergic reactions eg anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.

What to do in case of allergic reactions, any medication used and how it is to be used (eg EpiPen).

Control measures – such as how the child can be prevented from contact with the allergen.

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

Review

A list of children's allergies is displayed where staff can see it.

Parents train staff how to administer special medication in the event of an allergic reaction.

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 as set out below. For children suffering life threatening conditions, or requiring invasive treatments; written confirmation from your 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 Early Years Foundation Stage and follow procedures based on advice given in Managing Medicines in Schools and Early Years Settings (DfES 2005).

Oral medication

Asthma inhalers are now regarded as 'oral medication' by insurers and so documents do not need to be forwarded to your insurance provider.

Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them. The Group must be provided with clear written instructions on how to administer such medication. All risk assessment procedures need to be adhered to for the correct storage and administration of the medications.

The Group must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.

Life saving medication & invasive treatments

Adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy).

The setting must have:

- A letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
- Written consent from the parent or guardian allowing staff to administer medication; and
- Proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.

Copies of all three letters relating to these children must first be sent to the Pre-school's Insurance Department for appraisal. Confirmation will then be issued in writing confirming that the insurance has been extended.

Key person for special needs children – children requiring help with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.

Prior written consent from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.

Key person to have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications.

Copies of all letters relating to these children must first be sent to the Early Years Alliance Insurance Department for appraisal (if you have another provider, please check their procedures with them). Written confirmation that the insurance has been extended will be issued by return.

If you are unsure about any aspect, contact the Early Years Alliance Insurance Department on 020 7697 2585 or email membership@Pre-school.org.uk.

Procedures for children who are sick or infectious

If children appear unwell during the day – have a temperature, sickness, diarrhea or pains, particularly in the head or stomach – a member of staff calls the parents and asks them to collect the child, or send a known carer to collect on their behalf.

Temperature is taken using a thermometer kept near to the first aid box.

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

The Pre-school can refuse admittance to children who have a temperature, sickness and diarrhea or a contagious infection or disease.

Where children have been prescribed antibiotics, parents are asked to keep them home for 48 hours before returning to the setting.

After diarrhea and/or vomiting, parents are asked to keep children home for 48 hours.

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 any 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/sluicing clothing after changing.

Soiled clothing is bagged for parents to collect.

Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution; cloths used are disposed of appropriately.

Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleared using a disinfectant.

Nits and head lice

Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.

On identifying cases of head lice, all parents are informed and asked to treat their child if they are found to have head lice.

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MISSING CHILD

Policy Statement

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

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health & Wellbeing	2.2 Parents as partners	3.4 The wider context	

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing the key person/staff alerts the setting manager.
- The setting manager will carry out a thorough search of the premises.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, the parent is contacted and the missing child is reported to the police.
- The setting manager talks to staff to find out when and where the child was last seen and records this.
- The setting manager contacts the chairperson and reports the incident. The chairperson, with the management committee, carries out an investigation and may come to the setting immediately.

Child goes missing on an outing

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

This describes what to do when staff have taken a small group on an outing, leaving the setting manager and/or other staff back in the setting.

If the setting manager has accompanied children on the outing, the procedures are adjusted accordingly. What to do when a child goes missing from a whole setting outing may be a little different, as parents sometimes attend and are responsible for their own child.

As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.

The setting manager is contacted immediately and the incident is reported.

The setting manager contacts the police and reports the child as missing.

The setting manager contacts the parent, who makes their way to the setting or outing venue as agreed with the setting manager. The setting is advised as the best place, as by the time the parent arrives, the child may have been returned to the setting. Staff take the remaining children back to the setting.

In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.

The setting manager contacts the chairperson and reports the incident. The chairperson, with the management committee, carries out an investigation and may come to the setting immediately.

The setting 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, together with the chairperson or representative from the management committee, speaks with the parent(s).

The chairperson and management committee carry out a full investigation taking written statements from all staff in the room, or who were on the outing. The key person/staff member writes an incident report detailing:

- The time and date of the report
- What staff/children were in the group/outing and the name of the staff member designated responsible for the missing child
- When the child was last seen in the group/outing
- What has taken place in the group/outing since the child went missing
- The time it is estimated the child went missing.
- A conclusion is drawn as to how the breach of security happened.

If the incident warrants a police investigation, all staff cooperate 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; the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.

In the event of disciplinary action needing to be taken, Ofsted is informed.

The insurance provider is informed.

Managing People

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

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

Staff may be the understandable target of parental anger and they may be afraid. Setting managers need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable. The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the setting manager. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the setting manager and the other should be the chairperson of the management committee. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.

The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.

In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The chairperson will use their discretion to decide what action to take.

Staff must not discuss any missing child incident with the press without taking advice.

Bishopdown Farm Community Pre-school and Farm Friends

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Charity No. 1076227

NAPPY CHANGING POLICY

Policy Statement

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

We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained.

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

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.4 Health and well being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child	

Procedures

- Young children from two years should wear 'pull ups' or other types of trainer pants as soon as they are comfortable with this and their parents agree.
- Changing areas are warm and there are safe areas to lay young children if they need to have their bottoms cleaned.
- Gloves and aprons are available to staff before changing starts, and the areas are prepared.

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- They should be encouraged to wash their hands and have soap and towels to hand.
- Key persons are gentle when changing; they avoid pulling faces and making negative comments about 'nappy contents'.
- Key persons do not make inappropriate comments about young children's genitals when changing their nappies.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Nappies and 'pull ups' are disposed of hygienically. Any soil (faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull up is bagged and put in the bin. All soiled underwear will be double bagged.
- NB If young children are left in wet or soiled nappies or 'pull ups' in the setting this may constitute neglect and will be a disciplinary matter. Settings have a 'duty of care' towards children's personal needs.

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Charity No. 1076227

NO SMOKING OR VAPING POLICY

Policy Statement

We comply with health and safety regulations and the Welfare Requirements of the EYFS in making our setting a no smoking or vaping environment, both indoor and outdoor.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and wellbeing	2.1 Respecting each other	3.2 Supporting every child	

Procedures

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

Legal Framework

The Smoke free (Premises and Enforcement) Regulations 2006 www.opsi.gov.uk/si/si2006/20063368.htm
The Smoke free (Signs) Regulations 2007 www.opsi.gov.uk/si/si2007/20070923.htm

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

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PARENTAL INVOLVEMENT POLICY

Policy Statement

We believe that children benefit most from early year's education and care when parents and settings work together in partnership.

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 setting. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early year's 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.

When we refer to 'parents' we mean anyone with parental responsibility for the child.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Inclusive practice 1.4 Health and wellbeing	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child	

Procedures

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

We have ways 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.

We consult with all parents to find out what works best for them.

We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.

We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. Information about a child and his or her family is kept confidential within our setting. We provide you with a privacy notice that details how and why we process your personal information. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made to our Information Sharing Policy on seeking consent for disclosure.

We encourage and support parents to play an active part in the governance and management of the setting. We inform all parents on a regular basis about their children's progress.

We 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.

We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.

We hold meetings in venues that are accessible and appropriate for all.

We welcome the contributions of parents, in whatever form these may take.

We inform all parents of the systems for registering queries, complaints or suggestions. All parents have access to our written complaint procedure.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is in place:

- Admissions Policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

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THE PREVENT DUTY AND PROMOTING BRITISH VALUES

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

We take safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent Duty we will endeavour to:

- Provide appropriate training for staff as soon as possible. Part of this training will enable staff to identify children who may be at risk of radicalisation.
- We will build the children’s resilience by promoting fundamental British values and enable them to challenge extremist views (In early years, the statutory framework for the EYFS sets standards for learning, development and care for children 0-5, thereby assisting personal, social and emotional development and understanding of the world)
- We will assess the risk, by means of formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of the terrorist ideology.
- We will ensure staff understand the risks so they can respond in an appropriate and proportionate way.
- We will be aware of the online risk of radicalisation through the use of social media and the internet.
- As with managing our safeguarding risks, our staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or may seek to hide their views). The key person approach means we already know our children well and so we will notice any changes in behaviour, demeanour or personality quickly.
- We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. The key person approach means we already have a rapport with our families so we will notice any changes in behaviour, demeanour or personality quickly.
- We will work in partnership with our local LSCB for guidance and support.
- We will build up an effective engagement with parents/carers and families (This is important as they are in a key person position to spot signs of radicalisation)

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

- We will assist and advise families who raise concerns with us. It is important to assist and advise families who raise concerns and be able to point them in the right direction and the right support mechanisms.
- We will ensure that any resources used in the nursery are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.

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

To help understand how this is put into practice a few examples are as follows:

Democracy: Making decisions together: PSED

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of Law: Understanding rules matter: PSED

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

Individual Liberty: Freedom for all: PSED & UTW

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

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

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and race are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect their own and other cultures: know about similarities and differences between themselves and other among families, faiths, communities, cultures and traditions and share practices, celebrations and experiences.

- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other people's opinions.
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

What is not acceptable:

- Actively promoting intolerance of other faiths, cultures and races/
- Failure to challenge gender stereotypes and routinely segregating boys and girls.
- Isolating children from the wider community.
- Failure to challenge behaviours (whether this is staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

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Promoting British Values

Policy

Links to EYFS:

PSED - Self confidence and self-awareness

PSED- Managing feelings and behaviour

UTW- People and communities

PSED- Making relationships

Bishopdown Farm Preschool strive to create a setting which actively promotes British values, and challenges intolerance of others and behaviours which are not in line with our British Values

British values covers many areas, and the examples below are not exhaustive. Promoting British values plays a big role in Preschool, and links in to our Equal opportunities policy.

Democracy: We promote an environment where all children are encouraged to make decisions together. Each child, parent, staff member, student, volunteer and visitor is valued and treated as such. Children are asked to vote, for example on which activity to do at group time, using a show of hands, and staff let children know their views and opinions count.

Rule of law: All children are made aware of the Preschool rules, and are encouraged to follow these rules. Staff help children to distinguish between right and wrong. Children are actively encouraged to take turns at Preschool.

Individual liberty: Children will be helped to develop a positive view of themselves. Children will be provided with a variety of activities to help them explore and to encourage new experiences. Staff encourage children to discuss different opinions with their peers, and to take pride in their beliefs and achievements.

Mutual respect and tolerance: Different views, faiths, cultures and races are valued and respected. Children are encouraged to share, and to respect others opinions. Children are encouraged to discuss similarities and differences between themselves and their peers, developing their sense of self and showing respect and tolerance to others. Staff challenge behaviours which do not show tolerance nor mutual respect. Stereotypes are challenged.

All staff, volunteers, students, parents, children, committee members and visitors are expected to abide by

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

and promote British values at all times when in the setting.

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Date to be reviewed: July 2023

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Charity No. 1076227

RECORD KEEPING – CHILDREN’S RECORDS POLICY

Policy Statement

There are record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the General Data Protection Regulations (GDPR) (2018) and the Human Rights Act (1998).

This policy and procedure should be read alongside the Privacy Notice, Confidentiality and Client Access to Records Policy and Information Sharing Policy.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.1 Observation, assessment and planning	

Procedures

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

Developmental Records

- These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.
- These are kept in our setting and can be freely accessed, and contributed to, by staff, the child and the child’s parents.

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

Personal Records

These may include the following (as applicable):

- Personal details – including the child’s registration form and any consent forms.
- Contractual matters – including a copy of the signed parent contract, the child’s days and times of attendance, a record of the child’s fees, any fee reminders or records of disputes about fees.
- Child’s development, health and well-being – including a summary only of the child’s EYFS profile report, a record of discussions about every day matters about the child’s development health and well-being with the parent.
- Early Support – including any additional focussed intervention provided by the setting (e.g. support for behaviour, language or development that needs an SEN action plan) and records of any meetings held.
- Welfare and child protection concerns – including records of all welfare and protection concerns, and the resulting action, meetings and telephone conversations about the child, an Education, Health and Care Plan and any information regarding a Looked After Child.
- Correspondence and Reports – including a copy of the child’s 2 Year Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.
- These confidential records are stored in a lockable file or cabinet, which is always locked when not in use and which our manager keeps secure in an office.
- We read any correspondence in relation to a child, note any actions and file it immediately
- We ensure that access to children’s files is restricted to those authorised to see them and make entries in them, this being [our manager, deputy or designated person for child protection, the child’s key person, or other staff as authorised by our manager].
- We may be required to hand children’s personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as authorisation is seen. We ensure that children’s personal files are not handed over to anyone else to look at.
- Parents have access, in accordance with the Privacy Notice, Confidentiality and Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. The staff induction programme includes an awareness of the importance of confidentiality in the role of the key person.
- The setting retain children’s records for three years after they have left the setting; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.

Archiving children's files

- When a child leaves the setting, we remove all paper documents from the child's personal file and place them in a robust envelope, with the child's name and date of birth on the front and the date they left. We seal this and place it in an archive box, stored in a safe place for three years. After three years it is destroyed.
- If data is kept electronically it is encrypted and stored as above.
- Where there were s.47 child protection investigations, we mark the envelope with a star and archive it for 25 years.
- The setting store financial information according to the finance procedures.

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.
- A daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.
- Students on recognised qualifications and training, when they are observing the setting, are advised of our confidentiality policy and Client Access to Records Policy are required to respect it.

Legal Framework

- General Data Protection Regulations (GDPR) (2018)
- Human Rights Act (1998)

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RECORD KEEPING – PROVIDER RECORDS POLICY

Policy Statement

We keep records and documentation for the purpose of maintaining our setting. These include:

- Records pertaining to the setting's registration.
- Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of the staff including their name, home address and telephone number.
- Names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children.

We consider the records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard to the framework of the General Data Protection Regulations (2018), further details are given in our Privacy Notice and the Human Rights Act (1998).

This policy and procedure should be read alongside the Privacy Notice, Confidentiality and Client Access to Records Policy and Information Sharing Policy.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.3 The learning environment	

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

Procedures

- All records are the responsibility of the officers of the management committee who ensure they are kept securely.
- All records are kept in an orderly way in files and filing is kept up to date.
- Financial records are kept up to date for audit purposes.
- Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.

We notify Ofsted of any:

- change in the address of the premises;
- change to premises which may affect the space available or the quality of childcare we provide;
- change to the name and address of the provider's contact information
- significant event which is likely to affect the suitability to look after children; or other event as detailed in the Statutory Framework for the Early Years Foundation Stage (DfE 2017).

Legal framework

- General Data Protection Regulations (GDPR) (2018)
- Human Rights Act 1998

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RECORDING AND REPORTING OF ACCIDENTS AND INCIDENTS POLICY

Policy Statement

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

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and wellbeing	2.2 Parents as partners	3.4 The wider context	

Procedures

Our accident form:

- Is kept safely and accessibly.
- Is accessible to all staff who know how to complete it.
- Is reviewed regularly to identify any potential or actual hazards.

Ofsted is notified of any injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult.

When there is any injury requiring general practitioner or hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences.

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

Dealing with incidents

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

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

Our incident forms

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

Legal Framework

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR 1995)

Further Guidance

RIDDOR Guidance and Reporting Form: www.hse.gov.uk/riddor/index.htm

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RESERVES POLICY

The Committee has reviewed Bishopdown Farm Community Pre-school and Farm Friends' need for reserves in line with guidance issued by the Charity Commission and the Early Years Alliance.

The Pre-school and Farm Friends needs reserves in order to:

1. Meet redundancy liabilities should the Pre-school and Farm Friends have to close;
2. Ensure there are sufficient cash reserves in the current account to cover day to day running costs;
3. Ensure continuity of service provision by:
 - Meeting unexpected costs such as cover for illness or maternity leave, etc.
 - Covering running costs during periods of lower income (e.g. while adjusting to school policy changes or following falls in fundraising)
4. Replace equipment as it wears out and carry out necessary building maintenance;

In calculating these amounts, the Pre-school and Farm Friends assumes the following:

- Roles and Salaries (including relevant tax and pension obligations) as at January 2020
- 12 weeks notice for all staff
- No redundancy payments for staff members with less than 2 years of service.
- All payments have been increased by 3 years to ensure funds

POLICY AIMS

In light of the scope, definitions and purpose, the Pre-school aims to maintain reserves consisting of:

1. reserves to meet redundancy liabilities;
2. general contingency reserves equal to 3 months total expenditure, excluding maintenance and depreciation

The Committee believes that this level of reserves is prudent and necessary to ensure that the Pre-school can run efficiently and meet future needs. 'All groups are recommended to have at least three month's expenditure in reserve and a sum which covers the calculated redundancy liability' (Managing a Charitably Constituted Setting, PSLA). 'As a guide, many groups choose one term's reserves as a suitable level' (Finance in Early Years Settings, PSLA).

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

The Committee will monitor the actual level of reserves and compare with the target level no less than once a year (at the financial year-end). The Pre-school and Farm Friends has no restricted funds, and therefore essentially all cash balances can be considered to be part of reserves.

In the event of reserves falling significantly below the target level, the Pre-school and Farm Friends will aim to restore the reserves as soon as possible by increasing fundraising, increasing earned income, or reducing expenditure.

Similarly, if reserves are significantly above the target level, the Committee will put in place a plan as soon as possible, aiming to eliminate the excess within four years by spending money to enhance the quality of Pre-school and Farm Friends provision, or otherwise further the aims of the Pre-school and Farm Friends, or by reducing fundraising.

The Committee will not, however, take any steps that might call into question the ability of the Pre-school and Farm Friends to continue as a financially viable operation in the long term. In particular, it will not plan to use excess reserves to cover essential running costs.

POLICY REVIEW

This policy will be reviewed and approved annually (at financial year-end) by the Pre-school Management Committee.

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Charity No. 1076227

RISK ASSESSMENT POLICY

Policy Statement

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

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe		3.3 The learning environment 3.4 The wider context	

Procedures

Our risk assessment process covers adults and children and includes:

Checking for and noting hazards and risks indoors and outside, and in our premises and for activities;

Assessing the level of risk and who might be affected;

Deciding which areas need attention, and;

Developing an action plan that specifies the action required, the timescales for action and the person responsible for the action.

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.

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own or leave on their own after dark where possible.
- 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.
- Windows are protected from accidental breakage or vandalism from people outside the building.
- Windows above the ground floor are secured so that children cannot climb through them.

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 hot water heater, air conditioning units and storage heaters are not accessible to the children.
- Electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- There are sufficient sockets to prevent overloading.
- 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, when necessary.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides. 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 playroom(s), kitchen, rest area, toilets and nappy changing areas.
- We have a schedule for cleaning resources and equipment, dressing up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.

- 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.

Activities and resources

- 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.
- Large pieces of equipment are discarded only with the consent of the manager and the chairperson.

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

Bishopdown Farm Community Pre-school and Farm Friends

Greentrees Primary School

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Charity No. 1076227

SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICY

(Including managing allegations of abuse against a member of staff)

Policy Statement

Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	4.4 Personal, social and emotional development

Procedures

- Our designated person (a member of staff) who coordinates child protection issues is **NICOLA EDWARDS**. Our Deputy Safeguarding officer is MARIE RYAN. On the committee, our designated Safeguarding contact is Lewis Plummer.
- We ensure all staff and parents are made aware of our safeguarding policies and procedures.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure & Barring Service before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and DBS checks for staff and volunteers to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

- Volunteers do not work unsupervised.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms – physical, emotional and sexual, as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the designated person. The information is stored in the child protection file.
- We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation. *NB. in some case this may mean police or another agency identified by the Local Safeguarding Children's Board.*
- We take care not to influence the outcome, either through the way we speak to children, or by asking questions of children.

Recording suspicions of abuse and disclosures

Where a child makes comments to a member of staff that gives cause for concern (disclosure), observes signs or signals that gives cause for concern, such as significant changes in behaviour, deterioration in general well-being; unexplained bruising, marks or signs or possible abuse or neglect that member of staff:

- Listens to the child, offers reassurance and gives assurance that she or he will take action;
- Does not question the child;
- Makes a written record that forms an objective record of the observation or disclosure that includes:
 - The date and time of the observation or disclosure;
 - The exact words spoken by the child as far as possible;
 - The name of the person to whom the concern was reported, with date and time;
 - The names of any other person present at the time.

These records are signed and dated and kept in the child protection file which is kept securely and confidentially.

Making a referral to the Children's Services Team

- We keep a copy of all referrals and follow the detailed guidelines given.

Informing Parents

- Parents are normally the first point of contact.
- If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Safeguarding Children Board does not allow this.
 - This will usually be the case where the parent is the likely abuser. In these cases the investigating officer will inform parents.

Liaison with other agencies

- We work within the Local Safeguarding Children Board guidelines.
- We have a copy of 'What to do if you're worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
- If a referral is to be made to the local authority social care department, we act within the area's Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.

Allegations against Staff

- Parents are aware of how to complain about the behaviour or actions of staff or volunteers within the setting, which may include an allegation of abuse.
- We follow the guidance of the Local Authority Designated Officer when responding to any complaint that a member of staff, or volunteer within the setting has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting may have taken place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the local authority's children's services department to investigate. We also report any such alleged incident to Ofsted and what measures we have taken. We are aware that it is in offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management committee and children's social care agree it is appropriate in the circumstances, the chairperson will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

Disciplinary Action

- Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure & Barring Authority of relevant information so that individuals who pose a threat to children (and vulnerable groups) can be identified and barred from working with these groups.

Training

- We seek out training opportunities for all staff involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- We ensure that all staff know the procedures for reporting and recording their concerns in the setting.

Planning

- The layout of the rooms allows for constant supervision.

Curriculum

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Authority Designated Officer.

Support to Families

- We believe in building trusting and supporting relationships with families, staff and volunteers in the group.
- We make clear to parents our role and responsibility in relation to child protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social care worker in relation to the settings' designated role and tasks in supporting that child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Authority Children's Services Team.

ENCOMPASS

The Pre-school has been given the opportunity to take part in a project that will run jointly between schools and Wiltshire Police: ENCOMPASS is the reporting to settings, by the next school day, when a child or young person has been affected by a domestic incident.

ENCOMPASS will ensure that our Safeguarding Lead, Nicky Edwards – safeguarding.bdfpreschool@gmail.com, will be shared the information in confidence, while ensuring that the Pre-school is able to make provision for possible difficulties experienced by children, or their families, who have been involved in, affected or exposed to a domestic abuse incident.

Legal framework

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- The Children Act (Every Child Matters) (2004)

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

- Safeguarding Vulnerable Groups Act (2006)

Secondary legislation

- Female Genital Mutilation Act (2003)
- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Human Rights Act (1999)
- Race Relations (Amendment) Act 2000
- Race Relations (Amendment) Act (1976) Regulations
- Equalities Act (2006)
- Data Protection Act (1998) Non Statutory Guidance Further Guidance Working Together to Safeguard Children (revised HMG 2006)
- What to do if you're Worried a Child is Being Abused (HMG 2006)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework (2006)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing: Practitioners' Guide (HMG 2006)
- Independent Safeguarding Authority: www.isa-gov.org.uk

Also see:

- Achieving Positive Behaviour
- Attendance
- Administering medicines
- Staff and Volunteer Anti Bullying
- Confidentiality
- Complaints
- Dropping Off and Collecting
- Employment, Staff and Students
- Equal Opportunities
- E-safety
- Health and Safety
- ICT and Tapestry
- First Aid
- Missing Child
- Parental Involvement
- Prevent & Promoting British values
- Staff Training and Development
- Supporting children with SEN
- Supervision of children on outings and visits
- Working in partnership with other agencies

Bishopdown Farm Community Pre-school and Farm Friends

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Charity No. 1076227

SMOKING, ALCOHOL & DRUGS POLICY

Policy Statement

Our setting strongly prohibits the use or possession of alcohol and illegal drugs on our premises at any time. If staff, students or volunteers are found to have not abided to this policy, it will be treated as a disciplinary matter.

All staff will be made aware of the provisions of this policy during their induction, including the importance of them setting a positive example to children. Any contravention of the provisions of this policy will be dealt with under the setting's Staff Disciplinary Procedures and Behaviour Management Policies.

Procedures

Drugs and Alcohol

Staff, students or volunteers who arrive at the setting clearly under the influence of drugs or alcohol will be asked to leave immediately, and disciplinary procedures will be implemented.

- If staff are found in possession of illegal drugs, the staff member will be asked to leave immediately and disciplinary action will follow in line with the setting's disciplinary procedure.
- In cases where staff are taking prescribed drugs that may affect their ability to function effectively at work, the Pre-school Manager must be informed as early as possible.
- If a member of staff has good reason to suspect a parent/carer is under the influence of alcohol or drugs when they drop off or collect their child, they have a duty to inform both the Pre-school Leader and the setting's designated Child Protection Lead Person (CPLP).

In the event that a parent / carer is believed to be under the influence of alcohol or illegal substances, a senior staff member would approach them calmly and explain that they believe they are under the influence and suggest, for example, whether they thought it was a good idea to be responsible for a child.

At this point if the parent / carer appreciate our concern, the child's emergency contact would be called to collect the child. If the emergency contact was unable to collect, the children's social care team and Police will be contacted and informed.

If we are unhappy to release a child to the person collecting as a result of their behaviour, for example, aggression. We will contact the police for advice. Also contact the child's emergency contact.

We understand that we have no legal rights to prevent a child being taken by a family member; however we would endeavour to protect the child to our best ability. If the parent / carer takes the child from our care we would advise them that it may be unsafe and that we will be immediately notifying the police and children's social care, as we believe them to be under the influence of alcohol or illegal substances, thus putting a child at risk.

Smoking

Smoking and Vaping is not permitted anywhere on the premises. This rule applies equally to staff, students, volunteers, parents/carer or any other visitors. Please refer to our No Smoking Policy

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Charity No. 1076227

STAFF AND VOLUNTEER ANTI-BULLYING POLICY

Bishopdown Farm Pre-school and Farm Friends is committed to providing all employees and volunteers with a healthy and safe work environment. Bishopdown Farm Pre-school and Farm Friends is committed to the elimination of all forms of bullying. This policy applies to all employees and volunteers. There will be no recriminations for anyone who in good faith alleges bullying.

DEFINITIONS

Bullying is unwelcome or unreasonable behaviour that demeans, intimidates or humiliates people either as individuals or as a group. Bullying behaviour is often persistent and part of a pattern, but it can also occur as a single incident. Some examples of bullying behaviour are:

- * Physical contact – ranging from touching to serious assault, gestures, intimidation, aggressive behaviour.
- * Verbal – unwelcome remarks, suggestions and propositions, malicious gossip, jokes and banter, offensive language, homophobic/transgender discrimination
- * Non-verbal – offensive literature or pictures, graffiti and computer imagery, isolation or non-cooperation and exclusion or isolation from social activities.

Harassment and Bullying may be summarised as any behaviour that is unwanted by the person to whom it is directed. It is the impact of the behaviour rather than the intent of the perpetrator that is the determinant as to whether harassment or bullying has occurred.

Transgender or homophobic bullying whether physical, verbal or non-verbal will not be tolerated whether this is towards other members of staff, volunteers, children or parents.

Pre-school Manager Responsibility

- * Ensure that all employees are aware of the anti-bullying policy
- * Ensure that any incident of bullying is dealt with regardless of whether a complaint of bullying has been received. Provide leadership and role-modelling in appropriate professional behaviour.
- * Respond promptly, sensitively and confidentially to all situations where bullying behaviour is observed or alleged to have occurred.

Employee Responsibility

- * Be familiar with and behave according to this policy
- * If you are a witness to bullying, report incidents to the Manager or a member of the Committee

IF YOU THINK YOU HAVE BEEN BULLIED

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

- * Any employee or volunteer who feels he or she has been victimized by bullying is encouraged to report the matter to the Manager or a member of the Committee.
- * Where appropriate, an investigation will be undertaken and disciplinary measures will be taken as necessary.

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Charity No. 1076227

STAFF DEVELOPMENT AND TRAINING POLICY

Policy Statement

Staff at Bishopdown Farm Community Pre-school and Farm Friends are our most valuable resource, it is through their commitment and dedication that the children gain so much more than just Pre-school academia. We therefore are committed to providing good training and development opportunities for the staff so that they are able to perform their roles efficiently and effectively and keep up to date with current educational developments for Pre-school children.

We recognise that regular training and monitoring of professional development is important for all staff. Staff development and training is vital because it allows staff to keep up to date with current thinking and practice about both play and child development issues. Additionally, well-trained and motivated staff makes Pre-school a better place to meet the needs of its children.

Purpose

We are committed to providing staff with the following: -

1. A full induction process.
2. A regular system of appraisals and supervisions.
3. An up to date record of staff qualifications and training.

This will help to ensure that staff development needs are being met and that staff training and qualifications are meeting the requirements of the Pre-school and welfare requirements.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.4 Key person	3.4 The wider context	

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

Procedures

Staff Inductions

New members of staff will be issued with a job description and a copy of the setting's policies and procedures. Staff will also undergo an induction process during the first month of their employment.

As part of the induction the Pre-school manager will discuss and talk through everyday practices of the Pre-School, these will include:

- Showing new staff around the premises, pointing out all the fire exits, toilets and areas such as the kitchen.
- Explaining staff hours, breaks and all aspects of the day to day management and running of the Pre-School.
- Introducing the new member of staff to their colleagues, children, and parents/carers where appropriate.
- Pointing out the practical implications of the Pre-school policies and practices including how they relate to the Pre-school's obligations under the welfare requirements. Also, highlighting the importance of confidentiality in the role as a key person.

Staff Appraisals and Supervision

The main objective of Bishopdown Farm Community Pre-school and Farm Friend's appraisal system is to review employees' performance and potential and to identify suitable and appropriate training and development needs.

Appraisals will take the form of annual meetings between staff and the committee. They will be used to identify current knowledge, skills, areas for future development and potential training needs. A follow up meeting after 6 months will take place to check off progress of targets.

Supervision meetings will take place on a regular basis between the manager and staff and between the manager and a member of the committee. There will be a minimum of one per term to raise any issues and offer support.

Personal Development Planning

Personal Development Planning is a continuous process to ensure that staff needs are both identified and acted upon as they arise. It is the joint responsibility of the member of staff, the Pre-school manager and/or the committee to ensure that the plan is kept up to date and that all decisions are followed through.

A copy of this plan will be kept, but each staff member is also encouraged to keep a copy of their own Personal Development Plan, listing any training undertaken and additional skills gained since starting work at the Pre-School and Farm Friends.

Training Opportunities

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

The Pre-school and Farm Friends will do all it can to support staff who are working towards improving their qualifications and training experiences. All staff are encouraged to take up training opportunities to expand their professional development and ensure an up-to-date knowledge of childcare issues.

It is the responsibility of the committee and the Manager to identify and promote suitable training courses for staff and strongly encourage them to take advantage of these. Support will be given to help staff overcome any barriers to accessing such training.

Staff will be expected to attend training courses and update skills as and when requested by the committee and the Manager. Staff will not suffer financially for any training that they are required to undertake.

Specific training courses in Equal Opportunities, Safeguarding Children, Special Educational Needs and First Aid, should always be attended by staff when requested. It is the committee and manager's responsibility to ensure that staff are kept up-to-date with recent legislation and are suitably enrolled on any courses that are necessary to fulfil the Pre-school and Farm Friend's legal responsibilities.

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STUDENT EMPLOYMENT POLICY

Student Placements Policy Statement

This setting recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.2 Parents as partners	3.4 The wider context	

Procedures

- We supervise all students at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
- We require students to keep to our confidentiality policy.
- We cooperate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

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SUPERVISION OF CHILDREN ON OUTINGS AND VISITS POLICY

Policy Statement

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

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and wellbeing	2.2 Parents as partners	3.4 The learning environment	4.2 Active learning

Procedures

Parents sign a general consent on registration for their children to be taken out as part of the daily activities of the setting.

This general consent details the venues used for daily activities.

There is a risk assessment for each venue carried out, which is reviewed regularly.

Parents are always asked to sign specific consent forms before major outings. A risk assessment is carried out before an outing takes place.

Our adult to child ratio is high, depending on the age of the children, sensibility and type of venue as well as how it is to be reached.

Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray and that there is no unauthorised access to children.

Outings are recorded, stating:

- The date and time of the outing
- The venue and mode of transport

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

- Time of return.

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SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS POLICY

Policy Statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs Code of Practice (2015).
- We ensure, to the best of our ability, our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partner 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 4 The wider context	4.1 Play & exploration 4.2 Active learning 4.3 Creativity and critical thinking

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

Procedures

- Our Special Educational Needs Co-ordinator (SENCO) is AMBER SHARPE
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.
- We use a system of keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We provide in-service training for practitioners.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources, e.g., Individual Education Plan reviews, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually
- We provide a complaints procedure.
- We monitor and review our policy annually.

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TRANSFER OF RECORDS TO SCHOOLS POLICY

Policy Statement

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

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

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

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting. Prior to transferring information, we will establish the lawful basis for doing so (see the Privacy Notice).

Procedures

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

- Using the *Early Years Outcomes* (DfE 2013) guidance and our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.
- The record refers to:
 - any additional language spoken by the child and his or her progress in both languages;
 - any additional needs that have been identified or addressed by our setting;

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

- any special needs or disability, whether a CAF was raised in respect of special needs or disability, whether there is an Education, Health and Care Plan, and the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.
- When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.
 - If there have been any welfare or protection concerns, we place a star on the front of the assessment record.

Transfer of confidential information

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

Legal framework

- General Data Protection Regulations (GDPR) (2018)
- Freedom of Information Act (2000)
- Human Rights Act (1998)
- Children Act (1989)

Further guidance

- What to do if you're worried a child is being abused: Advice for practitioners (HM Government 2015)

- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

Bishopdown Farm Community Pre-school and Farm Friends

Greentrees Primary School

Sycamore Drive

Bishopdown

SALISBURY

SP1 3GZ



Charity No. 1076227

UNCOLLECTED CHILD POLICY

Policy Statement

In the event that a child is not collected by an authorised adult at the end of a session, the setting 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.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.4 The wider context	

Procedures

- * Parents of children starting at the setting are asked to provide the following specific information which is recorded.
 - Home address and telephone number – if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or a close relative.
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names, addresses, telephone numbers of adults who are authorised by the parents to collect their child from the setting.
 - Who has parental responsibility for the child.
 - Information about any person who does not have legal access to the child.
- * On occasions when parents or the person normally authorised to collect the child are not able to collect the child, they provide us with details of the name 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.
- * Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.
- * If a child is not collected at the end of the session, we follow the following procedures:
 - The child's records are checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted.

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

- 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, 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.
 - If Preschool children are not collected after the morning session, by 12:00 parents/carers will incur a £10.00 fee. For every additional 15 minutes a further £10.00 will be added to the fee.
 - If Pre-school children are not collected after the afternoon session, by 15:00 parents/carers will incur a £10.00 fee. For every additional 15 minutes a further £10.00 will be added to the fee.
 - If Farm Friends' children are not collected by 5 minutes after their specified time period of care finishes, parents/carers will incur a £10.00 fee. For every additional 15 minutes a further £10.00 will be added to the fee.
 - If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
 - We contact our local authority children's social services care team.
 - The child stays at the 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 incident book.
- * Ofsted may be informed.

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Charity No. 1076227

UNFORESEEN CIRCUMSTANCES POLICY

Policy Statement

Bishopdown Farm Pre-school and Farm Friends is committed to minimising disruption to Pre-school and Farm Friends sessions, whilst maintaining safety of children, parents, carers, and staff.

Purpose

Our aim is to create a policy to fulfil the above intent, and to ensure that all staff members, Committee members, parents and carers are familiar with this policy and that procedures within it are followed in the event of unforeseen circumstances.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health & well-being		3.3 The learning environment	

Procedure

The decision to close Pre-school and Farm Friends either before or during the Pre-school and Farm Friends day will be made by the Committee Chairperson and the Manager. The Pre-school and Farm Friends will only be closed if one or more of the following conditions apply:

- Insufficient staff are able to come in to keep Pre-school and Farm Friends running safely and to comply with Ofsted regulations.
- Conditions on site are unfit for purpose.
- Conditions on site are dangerous.

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

- Conditions are considered to be or anticipated to later become too hazardous for travel.

If the Pre-school and Farm Friends is to close prior to the start of the session

- The Manager will inform parents and staff as soon as is practical.
- Parents and carers should be aware that in the event that Greentrees Primary School is closed then Farm Friends will also be closed.
- If Greentrees Primary School have closed solely due to adverse weather then both Pre-school and Farm Friends will be closed.
- The decision to close will be posted as soon as possible on the Facebook group page 'Bishopdown Farm Pre-school and Farm Friends'.

If conditions deteriorate during the course of a Pre-school or Farm Friends day, the decision to close Pre-school and Farm Friends might have to be taken. The Manager will always liaise with at least one member of the Committee. In this case, parents and carers will be phoned and advised to pick up their children as quickly as possible.

Staff

- When the Pre-school has been declared as 'open', if an employee is unable to get to work, they must report this fact to the Manager as soon as possible. If it is not possible for them to attend the session they must take this as unpaid leave.
- When the Pre-school and Farm Friends has been declared as 'closed' then employees will be paid as per their normal working day and where possible will be expected to use the time to prepare resources etc.

Fees

- Fees will remain due for all sessions and no refunds will be made if the setting is forced to close.
- Fees will remain due for all sessions and no refunds will be made when the setting is open even if the children are unable to attend due to adverse weather.

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Charity No. 1076227

WORKING IN PARTNERSHIP WITH OTHER AGENCIES POLICY

Policy Statement

We work in partnership with local and national agencies to promote the wellbeing of all children. We will never share your data with any organisation to use for their own purposes.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and wellbeing	2.1 Respecting each other	3.4 The wider context	

Procedures

We work in partnership or in tandem with, local and national agencies to promote the wellbeing of children.

Procedures are in place for sharing of information about children and families with other agencies. These are set out in our Privacy Notice, Information Sharing Policy, Safeguarding Children and Child Protection Policy and the Supporting Children with Special Educational Needs Policy.

This policy was adopted at a meeting of the Bishopdown Farm Pre-school committee in September 2021

Date to be reviewed: July 2023

Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.

When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.

We follow the protocols for working with agencies, for example on child protection.

Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.

Our staff do not casually share information or seek informal advice about any named child/family.

When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education.