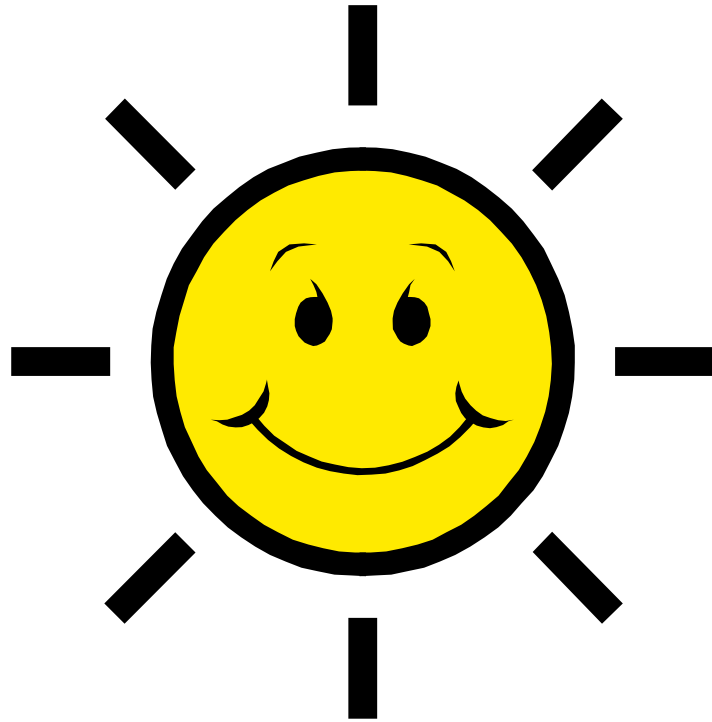


St. George's Pre-School Policy Documents



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ADMISSIONS POLICY

Aim

It is our intention to make our pre-school genuinely accessible to children and families from all sections of the local community.

Methods

In order to achieve this we will:

1. Ensure that the existence of the pre-school is widely known to all local communities. We will place notices advertising the pre-school in places where all sections of the community can see them.
2. Arrange our waiting lists in order of date of birth, with special consideration given to siblings.
3. Describe the pre-school and its practices in terms which make it clear that it welcomes fathers and mothers, other relations and carers, including childminders and people from all cultural, ethnic, religious and social groups, with and without disabilities.
4. Monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.
5. Make our equality and diversity policy widely known.
6. Be flexible about attendance patterns so as to accommodate the needs of individuals and family groups.

BEHAVIOUR MANAGEMENT POLICY

Aim

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

Methods

In order to achieve this:

1. Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within the pre-school and explained to all newcomers, both children and adults.
2. All adults in the pre-school will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
3. All adults will try to provide a positive model for the children with regard to friendliness, care and courtesy.
4. Adults in the pre-school will praise and endorse desirable behaviour such as kindness and willingness to share.
5. We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

When children behave in unacceptable ways:

1. Physical punishment, such as smacking or shaking will be neither used nor threatened.
2. Children will never be sent out of the room by themselves.
3. Techniques intended to single out and humiliate individual children, such as the 'naughty chair', will not be used.
4. Children who misbehave will be given one-to-one adult support in seeing what was wrong and working towards a better pattern.
5. Where appropriate this might be achieved by a period of 'time out' with an adult.
6. In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and the attitudes will be made clear immediately, but by means of explanations rather than personal blame.
7. In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour, not the child, that is unwelcome.
8. Adults will not shout, or raise their voices in a threatening way.
9. Adults in the pre-school will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
10. Any behavioural problems will be handled in a developmentally appropriate fashion, respecting individual children's levels of understanding and maturity.
11. Any form of bullying will not be tolerated and will be dealt with immediately using sensitivity and complete confidentiality. The children involved will be spoken to regarding how bullying is unkind — in relation to their age and understanding. Parents will be informed and a meeting will be held if necessary. Monitoring of the situation will be undertaken by staff.
12. Recurring problems will be tackled by the whole pre-school, in partnership with the child's parents/guardians, using objective records to establish an understanding of the cause.
13. Adults will be aware that some kinds of behaviour may arise from a child's special needs.
14. We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our pre-school leader and are recorded. A parent is informed on the same day and signs a Physical Intervention sheet to indicate that he/she has been informed.

CHILD PROTECTION POLICY

Aim

We intend to create in our pre-school an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to.

Methods

Exclude known abusers

1. It will be made clear to applicants for posts within the pre-school that the position is exempt from the provisions of the Rehabilitation of Offenders Act 1974.
2. All applicants for work within the pre-school, whether voluntary or paid, will be interviewed before an appointment is made and will be asked to provide at least one reference. All such references will be followed up. In the case of applicants with unexplained gaps in their employment history, or who have rapidly moved from one job to another, explanations will be sought.
3. All appointments, both paid and voluntary, will be subject to a probationary period and will not be confirmed unless the pre-school is confident that the applicant can be safely trusted with children.

Seek and Supply Training

We will seek out training opportunities for all adults involved in the group to ensure that they recognise the symptoms of possible physical, abuse, neglect, emotional abuse and sexual abuse.

Prevent abuse by means of good practice

1. Adults will not be left alone for long periods with individual children or with small groups.
2. An adult who needs to take a child aside – for example, for time out behaviour which needs improvement or taking a child to the toilet – will leave the door ajar.
3. Children will be encouraged to develop a sense of autonomy and independence through adult support in making choices and in finding names for their own feelings and acceptable ways to express them. This will enable children to have the self-confidence and the vocabulary to resist inappropriate approaches.
4. The layout of the playroom will allow constant supervision of all children.

Respond appropriately to suspicions of abuse

1. Changes in children's behaviour/appearance will be investigated.
2. Parents will normally be the first point of reference, though suspicions will also be referred as appropriate to the Social Services Department.
3. All such suspicions and investigations will be kept confidential, shared only with those who need to know. The people most commonly involved will be the member of staff/key worker, the pre-school leader and the management committee chair.

Keep records

1. Whenever worrying changes are observed in a child's behaviour, physical condition or appearance, a specific and confidential record will be set up, quite separate from the usual on-going records of the children's progress and development. The record will include, in addition to the name, address and age of the child: timed and dated observations, describing objectively the child's behaviour/appearance, without comment or interpretation; where possible, the exact words spoken by the child; the dated name and signature of the recorder.
2. Such records will be kept in a separate file and will not be accessible to people in the pre-school other than the leader, chair and key worker or other member of staff as appropriate.

Liaise with other bodies

1. The pre-school operates in accordance with Wiltshire County Council guidelines. Confidential records kept on children about who the pre-school is anxious will be shared with the Social Services Department if the pre-school that adequate explanations for changes in the child's condition have not been provided.
2. If a report on a child is to be made to the authorities, the child's parents will be informed at the same time as the report is made.
3. The group will maintain ongoing contact with the registering authority, including names, addresses and telephone numbers of individual social workers to ensure that it would be easy, in an emergency, for the pre-school and the Social Services Department to work together.
4. Records will also be kept of the local NSPC contact or other contact(s) as appropriate.

Support families

1. The pre-school will take every step in its power to build up trusting and supportive relationships between families and staff and volunteers in the group.
2. Where abuse at home is suspected, the pre-school will continue to welcome the child and family while investigations proceed.
3. Confidential records kept on a child will be shared with the child's parent.
4. With the proviso that the care and safety of the child must always be paramount, the pre-school will do all in its power to support and work with the child's family.

If a member of staff is accused of any form of child abuse, s/he will be interviewed immediately by the person in charge of the group. If the allegation is against the leader, the interview may be conducted by the Deputy. The person against whom the allegation is made will be informed of the allegation and will immediately be suspended while an investigation is made. Investigations will be in line with Area Child Protection Committee procedures and conducted in conjunction with the Area Child Protection Committee. Confidential records will be kept of the allegation and of all subsequent proceedings.

Different Types of Abuse:

Physical Abuse

Where someone physically hurts you. This can be:

Hitting
Kicking
Pulling hair
Pinching, scratching, shaking
Giving someone too much or not enough medicine

Sexual Abuse

Someone making you do sexual things that might make you sad, angry or frightened. This can be:

Being touched where you do not want to be touched, in your private parts
Being made to touch other people in their private parts
Undressing or having sex when you don't want to

Emotional Abuse

When someone says things to you that hurt your feelings or scare you. This can be:

Calling you names
Threatening you
Laughing at you
Treating you like a child
Not letting you spend time with other people, or go out
Ignoring you

Financial Abuse

When someone takes your money or things. This can be:

Stealing your money or things
Making you buy something you don't want to buy
Using your money to pay for their things
When you don't have a choice in how your money is spent
When someone tells you that you have to give them your money or your home

Neglect

Not giving you things that you need. This can be:

Not having your prescribed medicine when you need it
Not being taken to the doctor if you are ill

St. George's Pre-School, Woodcock Road, Warminster

Being cold a lot of the time

Being hungry a lot

Only having dirty clothes to wear

Not having your equipment when you need it (like hearing aids, walking frames, wheelchairs)

Discrimination

When people are treating you unfairly because you are different. This could be:

Because of the colour of your skin

Because of your religion

Because of your sex

Because of your age

Because of your disability

Because of your language

Because of your sexual orientation

FIRST AID POLICY

Rationale

It is a statutory requirement for an employer to make adequate First Aid provision for all employees. In St Georges Pre-school it is recognised that the provision should cover all staff, pupils and visitors.

Aims

- To provide First Aid treatment where appropriate for all users of the school (with particular reference to pupils and staff).
- To provide or seek secondary First Aid where necessary and appropriate.
- To treat a casualty, relatives and others involved with care, compassion and courtesy.

Guidelines

- To ensure that there are sufficient qualified First Aider(s) available to provide First Aid cover during the school day. (This will be achieved by all staff being first aid trained and a rota system used to make sure that there is a designated first aider named at all times. This person's name will be placed on the Parents notice board so that everyone is aware of who it is.)
- To ensure that First Aid information is readily available and that all users of the school are aware of the way in which to call for help.
- To ensure that First Aid kits for minor injuries are available for use throughout the school by all staff and that they are regularly maintained.

Procedures

- There is a rota to ensure that a qualified First Aider(s) is in the setting and on call during the school day.
- Once informed of an incident the duty First Aider(s) will go to the casualty(ies) without delay and provide emergency care.
- Secondary aid will be sought if necessary and at the same time the parent/guardian (or other appropriate adult) will be informed.
- If an appropriate adult cannot accompany a casualty to hospital a member of staff will accompany him/her if this is deemed appropriate.
- All appropriate precautions will be taken by the support staff when cleaning up after an incident involving blood, vomit, etc..
- The First Aider(s) is responsible for recording in the incident record sheet of treatment given.

COMPLAINTS PROCEDURE

Aim

As a member of the Pre-School Learning Alliance we aim to provide the highest quality education and care for all our children. We aim to offer a welcome to each individual child and family and to provide a warm caring environment within which all children can learn in and develop as they play.

Methods

We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our group at any time.

Making concerns know:

1. A parent who is uneasy about any aspect of the group's provision should first of all talk over any worries and anxieties with the pre-school leader.
2. If this does not have a satisfactory outcome within a couple of weeks, or if the problem recurs, the parent should put the concerns or complaint in writing and request a meeting with the Pre-School leader and the owner of the group or the chair of the management committee. Both parents and the leader should have a friend or parent present in required and an agreed written record of the discussion should be made.

Most concerns should be resolved informally or at this initial stage.

1. If the matter is still not sorted out to the parent's satisfaction, the parent should again contact the chair/owner.
2. If the parent and group cannot reach agreement, it might be helpful to invite an external mediator, one who is acceptable to both parties, to listen to both sides and offer advice. A mediator has no legal powers but can help to clarify the situation. Staff or volunteers within the Pre-School Learning Alliance will be available to act as mediator if both parties wish it.
3. The mediator will help define the problem, review the action so far and suggest further ways in which it might be resolved.
4. The mediator will keep all discussion confidential. S/he will meet with the group if requested and will keep an agreed record of any meetings that are held and any advice s/he has given.

The role of the Registering Authority.

In some circumstances it will be necessary to bring in Ofsted who have a duty to ensure laid down requirements are adhered to and with whom the Pre-School Learning Alliance works in partnership to encourage high standards. The registering authority would be involved if a child appeared to be at risk or where there seemed to be a possible breach or registration requirements. In these cases both parent and the Pre-School Learning Alliance fieldworker would work with Ofsted to ensure a proper investigation of the complaint, followed by appropriate action.

We believe that most complaints are made constructively and can be sorted out at an early stage. We also believe that it is in the best interests of the Pre-School and parents that complaints should be taken seriously and dealt with fairly and in a way which respects confidentiality.

EQUALITY AND DIVERSITY POLICY

Aim

We believe that St. George's Pre-School should be open to all children and the all adults committed to their welfare. We aim to ensure that all who wish to work in, or volunteer to help with, our pre-school have an equal chance to do so.

As a member of the Pre-School Learning Alliance (PLA) we uphold it's commitment to provide equality of opportunity to children and family groups. As a member of the PLA we work in accordance with all relevant legislation including:

1. Disability Act 2005/06
2. Race Relations Act 1976
3. Sex Discrimination Act 1986
4. Children Act 1989

Methods

Access to Play for Children of all Abilities

Admissions

St. George's Pre-School is open to every family in the community. For further information please refer to our admissions policy.

We try and introduce children to various religious holidays, cultural festivals and observances. We have multicultural posters, dolls and toys around the pre-school setting to help children develop an understanding that the world is a multi-cultural, diverse place.

Employment

1. The pre-school will appoint the best person for each job, subject to checks by the Criminal Records Bureau, and will treat fairly all applicants for jobs and all those appointed.
2. All job descriptions include a commitment to equality and diversity as part of their specification.

Families

1. The pre-school recognises that many different types of family successfully love and care for their children.
2. The pre-school offers a flexible payment system for families with differing means.
3. Our aim is to show respectful awareness of all major events in the lives of the children and families in the pre-school, and in our society as a whole, and to welcome the diversity of backgrounds from which they come.

Curriculum

1. All children will be respected and their individual potential recognised, valued and nurtured.
2. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination.
3. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

Resources

1. These will be chosen to give children a balanced view of the world, and an appreciation of the rich diversity of our multi-racial, multi cultural society.
2. Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

Special Needs

1. The pre-school recognises the wide range of special needs of children and families in the community and will consider what part it can play in meeting these needs.
2. Identification of children with Special Educational Needs will follow the Code of Practise for Special Needs, further information can be found in *Annex B*.
3. Planning for pre-school meetings and events will take into account the needs of people with disabilities.

St. George's Pre-School, Woodcock Road, Warminster

4. Access to the pre-school is through the main St. Georges RC Primary School which will be addressing it accessibility for those with disabilities in line with current legislation. The pre-school will make reasonable adjustments in line with legislation as necessary.

Discriminatory Behaviour/Remarks

These are unacceptable in our pre-school. The response will aim to be sensitive to the feelings of the victim(s) and to help those responsible to understand and overcome their prejudices.

Food

Medical, cultural and dietary needs will be met.

ACCESS TO PLAY FOR CHILDREN OF ALL ABILITIES – POLICY OBJECTIVES

Aim

The Pre-School Learning Alliance (PLA) is committed to helping pre-schools provide quality for all children and families. As a member of the PLS St. George's Pre-School believes that no child, individual or family should be excluded from pre-school activities because the child has special needs or disabilities as defined by the Children Act 1989 and/or Education Act 1993.

Methods

Curriculum

1. The curriculum offered by our pre-school will help all children to become aware of the process of birth, growth and their own development, and within this context to have awareness of illness and disability.
2. The pre-school environment and resources will include positive images of children of all abilities
3. Our pre-school is open to every family in our community. If a child has a special need or disability, preparation for integration into the mainstream pre-school will be undertaken by the play leader in consultation with the parents or guardians. Detailed discussion will ensure that the specific needs of the individual child are known and arrangements are made to meet those needs.
4. St. George's Pre-school follows DfEE Code of Practice on the Identification and Assessment of Special Educational Needs in five steps.
 - Step 1. Identify and discuss with parents and area of difficulty.
 - Step 2. If progress is not made after a reasonable time, an Individual Educational Plan will be drawn up with specific activities to help the child.
 - Step 3. Parents will be encouraged to seek further help from other professionals, e.g. GP, Health Visitor.
 - Step 4. A formal referral will be made to the Education Authority.
 - Step 5. A Statement of Special Educational Needs may be made.See Annex B for further details.

Support in the Pre-School

1. These children may need one-to-one support:
 - a. Children who have a physical, or sensory, disability that makes them unable to negotiate the play space or play equipment.
 - b. Children who have severe learning difficulties.
 - c. Children who have a speech or language delay or a communication problem.
2. We will work with the parent to seek funding to provide this support and we will appoint a key worker to support the child in the pre-school.

Observation, Curriculum Planning and Record Keeping

With the one-to-one helper, we will ensure that the needs of the child are observed. We will formulate plans to facilitate the child's learning and keep a record of the child's progression. All this will be done in collaboration with parents.

Personal Care

After discussion with the parents, any necessary personal care will be given to ensure the child's comfort while in the pre-school.

Diet and Medication

We will record and administer any special diet or medication after discussion and agreement with the GP and parents and in collaboration with insurance guidelines.

Therapy and Liaison with Staff in Statutory Services

We will make and maintain appropriate contact with therapists, education or social services staff or any other specialised workers as appropriate after discussion with parents.

Information and Parental Support

1. We will take every opportunity to ensure that the parent of a child with special needs is welcomed and supported in the same manner as other parents.
2. We will support the parents in any way possible and develop our network to acquire the necessary information about the specific situations.

Staff Training and Support

We will give paid, and unpaid, staff every opportunity to increase their knowledge and skills to ensure that they are able to:

- a. Develop a curriculum that enables all children to become aware of disability and illness.
- b. Work with children who have special needs and disability.

Meetings

We will ensure that all families have equal opportunity to be involved in the running of the playgroup.

IDENTIFICATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEN)

SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENCO):

Play Leader Joe Spink

Disability Discrimination Act 1995 (DDA)

St Georges Pre-school works in accordance with the DDA to ensure that disabled children are not discriminated against.

The DDA defines disability as:-

“a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to perform normal day-to-day activities”

Aim

It is our aim at St. George's Pre-school is for all children with Special Educational Needs (SEN) to take part in all activities with their peers, so far as is practical and in keeping with the efficient education of other children and the effective use of resources.

We aim to allow each child, including SEN children, to develop and progress to their full capability and potential. As far as possible SEN children will work supported within the setting and therefore will have full access to all equipment provided in an atmosphere of warmth and encouragement. All children will be valued and their self esteem developed.

Methods

Identification of Children with Special Needs

It is necessary to identify, as early as possible, any special needs that a child may have. The Code of Practice for Special Needs will be adhered to by the staff at St. George's Pre-school.

Pre-school Children

Any children with SEN will be identified by contact with parents/guardians and if necessary a meeting will be arranged between the SENCO, parents and any other agencies that would be of help. This meeting will be informal and will promote the Pre-school as a caring, friendly and approachable establishment.

Arrangements of How Provision is Coordinated at 'Early Years Action'

1. Where there is obvious concern about the child the parents/guardians will be consulted at the earliest opportunity.
2. Our open door policy also gives parents to opportunity to discuss any concerns that they may have, even if the pre-school has not identified a need.
3. A written record of parental visits and concerns will be kept by the SENCO with the child's records. As a matter of course all children who have SEN will be reviewed each term by the SENCO, this will include parental consultation.
As suggested by the Code of Practise, a graduated response will be followed:
 - a. The SENCO will work out ways in which the session can be better adapted to cater for a child with problems. All planning should take into account the level and focus for special needs children.
 - b. Where a child has been identified as having special needs, a SEN file will be kept – this file is confidential, containing regular observations, Individual Education Plans (IEP's) and any target sets. This will be kept under constant review with regular discussions with the SENCO, other practitioners in the setting and parents to see whether further action is warranted.

Referral

When the first stages of the identification procedures have been completed and a review has taken place, if it is considered this intervention has not enabled the child to make adequate progress (see criteria of "adequate progress" on p.34 section 4.14 of the SEN Code of Practice) the SENCO may need to make additional interventions.

Triggers for Early Years Action

The triggers for intervention through *Early Years Action* could be the practitioner's or parents concerns about a child who despite receiving appropriate early education experiences:

- a. Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified areas of weakness.

- b. Continues working at levels significantly below those expected for children of similar age in certain areas.
- c. Presents persistent emotional and/or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the setting.
- d. Has sensory or physical problems, and continues to make little or no progress despite the provisions of personal aids and equipment.
- e. Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

Individual Education Plan (IEP's)

1. These will include information about short term targets set for the child, how teaching strategies and provisions are to be put in place, when the plan will be reviewed and the outcome of the action taken.
2. IEP's will only record what is additional to or different from the curriculum plan that is normally in place.
3. IEP's will be discussed regularly with parents.

Early Years Action Plus

A request for intervention from external services will take place following a decision taken by the SENCO and other colleagues with the parents. The consultation will review the parents and whether there is a need for major information and advice about the child, which can be provided by specialists.

Triggers for Early Years Action Plus

Referral for seeking help from outside agencies will be that: despite the child receiving an individualised programme and/or concentrated support the child:

- a. Continues to make little or no progress in specific areas over a long period.
- b. Continues working at an early years curriculum substantially below that of children similar age.
- c. Has emotional behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme.
- d. Has sensory or physical needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from specialist services.
- e. Has ongoing communication or interaction difficulties that impede the development of social relationships and causes substantial barriers to learning.

Physical / Medical Problems

1. These will be discussed with the SENCO, parents and specialists. If there are speech problems then referral may be made to the speech therapist at the Health Clinic by the SENCO or specialist.
2. Hearing problems will be referred to the audiometrician.
3. Appropriate help in the setting will be sought for these children and "The Physical and Sensory Impairment Support Service" is also available for support and guidance.

Resources

It is essential that appropriate resources should be provided for SEN children. As far as is financially possible material will be purchased from the group's budget. An alternative source of material may be loaned from Wiltshire's Learning Support Service based at Trowbridge.

Evaluation of Success Policy

1. All children who have SENs are promptly identified, assessed and supported by the setting.
2. The staff are able to fulfil their role successfully as practitioners of Special Needs Children.
3. The records are kept up to date.
4. Parents and children are involved with setting and achieving targets.
5. Pupils will make progress.

SEN Training

Practitioners are encouraged to take advantage of all relevant courses offered. Particular training needs will be closely related to the relevant member of staff.

EQUIPMENT AND RESOURCES POLICY

Aim

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

Methods

We believe that high quality care and education is promoted by providing children with safe, clean attractive, age and stage appropriate resources, toy and equipment. To achieve this we will:

1. Provided play equipment and resources which are safe and where applicable conform to the BSEN safety standards of Toys (Safety) Regulation (1995).
2. Provide a sufficient quantity of equipment and resources for the number of children.
3. Provide resources which promote all areas of children's learning and development, which may be child- or adult-led.
4. Select books, equipment and resources which promote positive images of people of all races, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping.
5. Provide play equipment and resources which provide continuity and progression, provide a sufficient challenge and meet the needs and interests of all children.
6. Provide made, natural and recycled materials which are clean, in good condition and safe for the children to use.
7. Provide furniture which is suitable for children and furniture which is suitable for adults.
8. Store and display resources and equipment where children can independently choose and select them.
9. Check all resources and equipment regularly as they are set out at the beginning of each session and put away at the end. Repair and clean, or replace any unsafe, worn out, dirty or damaged equipment.
10. Try to keep an inventory of resources and equipment. This will record the date on which each item was purchased and the price paid for it.
11. We will use the inventory to:
 - a. Review the balance of resources and equipment so that they can support a range of activities across all areas of play, learning and development.
12. Provide adequate insurance cover for the Pre-School resources and equipment.
13. Plan the provision of activities and appropriate resources so that a balance of familiar equipment, resources and new challenges is offered.

HEALTH AND SAFETY POLICY

Statement of intent

St Georges Pre-school believes that the health and safety of children is of paramount importance. We make our Pre School a safe and healthy place for children, parents, staff and volunteers.

Aim

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.

Methods

In order to ensure the safety of both children and adults, the pre-school will ensure that:

Children's Safety

3. All children are supervised by adults at all times and will always be within sight of an adult.
4. A book is available at each session for reporting any accidents/incidents.
5. Regular safety monitoring will include checking of the accident and incident record.
6. All adults are aware of the system(s) in operation for children's arrivals and departures and an adult will be at the door during these periods.
7. Children will leave the group only with authorised adults.

Outdoor Area

1. Safety checks on premises both outdoors and indoors are made before every day/session.
2. Outdoor space is securely fenced.
3. Horse Chestnut tree is regularly inspected visually, especially after high winds, to ensure there are no hanging branches.
4. School maintenance staff informed if any branches are coming away from the tree.
5. No child will be allowed unsupervised access to the garden.
6. The children are regularly reminded to not put conkers near their mouths.
7. In the event of a child choking on a shell/conker, first aid should be administered as with any object obstructing the airway.

Equipment/play area

1. Equipment is checked regularly and any dangerous items repaired/discarded.
2. The layout and space ratios allow children and adults to move safely and freely between activities.
3. All resources and materials from which children select are stored safely.
4. All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Fire

1. Fire doors are never obstructed.
2. Fires/heaters/electric points/wires and leads are adequately guarded.
3. All dangerous materials including medicines and cleaning materials are stored out of reach of children.
4. Children do not have unsupervised access to kitchens, cookers or any cupboards storing hazardous materials including matches.
5. Adults do not walk about with hot drinks or place hot drinks within reach of children.
6. No smoking is allowed in the setting.
7. Fire drills are held at least twice a term.
8. A register of both adults and children is completed as people arrive so that a complete record of all those present is available in any emergency.
9. A correctly stocked first aid box is available at all times.
10. Fire extinguishers are checked annually and staff know how to use them.
11. Whenever children are on the premises at least two adults are present.
12. Large equipment is erected with care and checked regularly.
13. Activities such as cooking, woodwork and energetic play receive close and constant supervision.

Outings and visits

1. We have agreed procedures for the safe conduct of outings.
2. Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the Pre School.
3. Parents always sign consent forms before major outings.
4. A risk assessment is carried out before an outing takes place.
5. Our adult to child ratio is high, at least one adult to two children.
6. Named children are assigned to individual staff to ensure each child is individually supervised and to ensure no child gets lost and that there is no unauthorised access to children.
7. Outings are recorded in an outings record file stating:
 - the date and item of outing
 - the venue and mode of transport
 - names of staff assigned to named children
 - time of return
 - risk assessments
8. Staff take a mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack, a snack and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
9. Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
10. Whenever private cars are used we will ensure that they have fully comprehensive insurance and are fitted with seat belts and car seats.
11. Manager/Owner/ Play leader to view all MOT and insurance certificates of named drivers for the outings. Declaration forms to be signed to state that named drivers have adequate insurance cover.
12. If a small group goes out there will be sufficient adults to maintain appropriate ratios for staff and children remaining on the premises.
13. Equipment offered to children is developmentally appropriate, recognising that materials suitable for an older child may pose a risk to younger/less mature children.
14. A list of contact names is made available in case of emergency.
15. Before any visit, outing, walk etc is carried out with the children a member of staff(minimum) will check the venue/ activity. Additional adults (staff/parents) will be in attendance to ensure good adult/child ratios.
16. Walks: A senior member of staff will plan the route, check for anything which could be a hazard and amend the route if necessary. Before the activity is carried out a member of staff will do a further risk assessment. If it is considered no longer a suitable route the activity will be cancelled until a suitable alternative is found. Adult/child ratios will always be observed.
17. Local Outings: (i.e. Library, Fire Station, local shop) The route will be planned and checked as per walk procedures and a risk assessment will be carried out on the venue. Adult/child ratios will be observed.
18. Day trips/Outings: Before any outing is planned a parent/committee member or member of staff will visit the intended venue to carry out a risk assessment and suitability check. If these are seen as good then the outing will be planned taking into account the means of transport required, usually coach travel. The coach company will be checked to ensure the vehicle is of good road worthy condition and that it has suitable seat belts and driver.
19. The venue for any outing is usually only considered after recommendation from parents, staff or other suitable professionals. Adults/child ratios will be observed.

Food

1. All snacks provided will be nutritious and pay due attention to children's particular dietary requirements.
2. When cooking with children as an activity, the adults will provide healthy, wholesome food, promoting and extending the children's understanding of a healthy diet.
3. Staff that prepare and handle food receive appropriate training and understand - and comply with - food safety and hygiene regulations.
4. All food and drink is stored appropriately.

5. Adults do not carry hot drinks through the play area(s) and do not place hot drinks within reach of children.
6. Snack and meal times are appropriately supervised and children do not walk about with food and drinks.
7. Fresh drinking water is available to the children at all times.
8. We operate systems to ensure that children do not have access to food/drinks to which they are allergic

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.

The pre-school will observe current legislation regarding food hygiene, registration and training. In particular each adult will:

1. Always wash hands under running water before handling food and after using the toilet.
2. Not be involved with the preparation of food whilst suffering from any infections/contagious illness or skin trouble.
3. Never smoke in the kitchen or any room storing food.
4. Never cough or sneeze over food.
5. Use different cleaning cloths for kitchen and toilet areas.
6. Ensure waste is disposed of properly and out of reach of the children. Keep a lid on the dustbin and wash hands after using it.
7. Wash fresh fruit and vegetables thoroughly before use.
8. Tea towels will be kept scrupulously clean and washed between each session.
9. All utensils will be kept clean and stored in a dust-free place e.g. closed cupboard or drawer.
10. Cracked or chipped china will not be used.
11. Ensure children wash their hands prior to cooking and after using the toilet.
12. We have a daily cleaning routine for the Pre School which includes play room(s), kitchen, rest area, toilets and nappy changing areas.
13. We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
14. The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
15. We implement good hygiene practices by:
 - cleaning tables between activities;
 - checking toilets regularly;
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate
 - providing sets of clean clothes;
 - providing tissues and wipes

Exercise

Children will have the opportunity to play in the fresh air throughout the year (either in the pre-school's own outside play area or on outings to parks or other community play spaces)

Illness

1. Parents are asked to keep their children at home if they have any infection, and to inform the pre-school as to the nature of the infection so that the pre-school can alert other parents, and make careful observations of any child who seems unwell.
2. Parents are asked not to bring into the pre-school a child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack.
3. Cuts or open sores, whether on adults or children, will be covered with sticking plaster or other dressing.
4. The group will ensure that all members of staff know first aid procedures.
5. This is a list of notifiable diseases:
 - [Anthrax](#)
 - [Cholera](#)
 - [Diphtheria](#)
 - [Dysentery](#)
 - [Encephalitis](#)
 - [Hepatitis](#)
 - [Leprosy](#)
 - [Leptospirosis](#)
 - [Malaria](#)
 - [Measles](#)
 - [Meningitis](#)

- [Meningococcal septicaemia](#)
- [Mumps](#)
- [Ophthalmia neonatorum](#)
- [Paratyphoid fever](#)
- [Plague](#)
- [Poliomyelitis](#)
- [Rabies](#)
- [Relapsing fever](#)
- [Rubella](#)
- [Scarlet fever](#)
- [Smallpox](#)
- [Tetanus](#)
- [Tuberculosis](#)
- [Typhoid fever](#)
- [Typhus](#)
- [Viral haemorrhagic fever](#), including [Lassa fever](#) and [Marburg virus](#)
- [Whooping cough](#)
- [Yellow fever](#)

Medication

1. If possible, the child's parents will administer medicine. If not, then medication must be clearly labelled with the child's name, dosage and any instructions. Where local regulations require it, guidance will be sought from social services before other people other than parents agree to administer medicines. ONLY PRESCRIPTION MEDICATION WILL BE ADMINISTERED.
2. Written information will be obtained from the parent, giving clear instructions about dosage, administration of the medication and permission for a member of staff to follow the instructions.
3. All medications will be kept in a lockable cupboard.
4. A medication form will be available to log in: name of child receiving medication; times that the medication should be administered; date and time when medication is administered, together with the signature of the person who administered each dose.
5. With regards to the administration of life saving medication such as insulin/adrenalin injections or the use of nebulisers, the position will be clarified by reference to the pre-school's insurance company. (In the case of pre-school insured with Sun Alliance, this will be through the insurance Officer at the Pre-School Learning Alliance National Centre) Administration training will also be sought from a health care professional with the agreement from parents.
6. The pre-school will ensure that first aid equipment is kept clean, replenished and replaced as necessary. Sterile items will be kept in their packages until needed and expiry dates checked regularly.

Information Sources

1. The pre-school will maintain links with health visitors and gather information and advice from the local health authority information services and/or other health agencies. These numbers are available on request and are also posted on the Parents Notice Board.
2. Parents will have opportunity to discuss health issues with pre-school staff and will have access to the above information available to the pre-school.

Personal Hygiene - To prevent the spread of infection, adults in the group will ensure that the following good practices are observed:

1. Hands washed after going to the toilet.
2. Children with pierced ears will not be allowed to try on or share each others earrings.
3. A large box of tissues will be made available and children will be encouraged to blow and wipe their noses when necessary. Soiled tissues will be disposed of hygienically.
4. Children encouraged to shield their mouths when coughing.
5. Individual towels available or paper towel used and disposed of appropriately.
6. Hygiene rules related to bodily fluids followed with particular care and all staff and volunteers aware of how infections, included HIV infection, can be transmitted.

Cleaning and Clearing

1. Any spills of blood, vomit or excrement wiped up and flushed away down the toilet.
2. Rubber gloves always used when clearing up spills of body fluids. Floors and other affected surfaces disinfected using chlorine bleach diluted according to the manufacturer's instructions. Fabrics contaminated with body fluids thoroughly washed in hot water.
3. Spare laundered pants, other clothing available in case of accidents and polythene bags available in which to wrap soiled garments.
4. All surfaces cleaned daily with an appropriate cleaner.

Nappy Changing

1. If a nappy change is needed, the child will require privacy and their dignity respected, nappy changing will occur in the cloakroom, with the door to the main classroom closed.
2. Nappy changing will take place on a clean intact changing mat positioned on the floor to avoid any danger to the child falling.
3. The changer should ensure all equipment required is to hand.
4. The changers should wash their hands before and after each nappy change (including after the disposal of the nappy). And gloves will be used.
5. Appropriate protective clothing should be worn and fresh paper towels placed on the mat for each nappy change.
6. Creams and lotions should only be used when supplied by the parent/guardian, with a consent form filled in. Creams and lotions should never be used between children.
7. The changer should not use fingers to remove creams or lotions from the containers but a clean disposable spatula each time.
8. On completion of the nappy change, the nappy should be placed in an individual plastic bag (i.e. nappy sack) before putting them in a bin lined with a second plastic liner.
9. Any surface soiled or touched during nappy changing must be cleaned with a detergent solution followed by a disinfectant and then dried.
10. All surfaces cleaned daily with an appropriate cleaner.
11. The Nappy Changing form will be filled in and signed by the staff member who changed the child. This is stored in the child's individual file.

Electrical Equipment

1. As there is no alternative other than have the fridge in the same room as the children the staff will ensure the child lock is used at all times.
2. As the fridge is only used to store milk and fruit the additional safety precaution of plastic milk cartons rather than glass has been taken.
3. The kettle bought May 2008 and there is a receipt to verify this and it is on the electrical equipment safety check list.
4. The kettle is not boiled when the children are in the room. It is boiled out of session times and warm water is kept for washing in a Thermos flask out of the reach of children.
5. The computer was donated by St Georges Primary Catholic School.
6. All equipment will be Pat tested according to regulations

Outings Policy

Outings can be beneficial to enhance children's understanding and enjoyment of the curriculum, and to involve them in the wider local community. Safety, practicality and financial implications are always taken into account and the children's families

St. George's Pre-School, Woodcock Road, Warminster

are normally encouraged to join their children on these outings. Outings involving St Georges Pre-School children and staff are normally undertaken after a risk assessment has been completed. Outings will always require a written risk assessment.

Parents are notified of outings in good time and give written permission for their child to go on the outing. Parents are welcome to discuss any concerns they may have about an outing with St Georges Pre-school staff, children do not have to attend outings if parents prefer them not to. Proper Control must be exercised appropriate to the environment, nature of visit and children involved.

1. Play Leader to ensure that a Risk Assessment has been completed prior to the outing.
2. All parents/carers to be given consent form for each outing. Children will not be allowed on the outing if a consent form has not been completed and returned to Pre-School.
3. Parents to be made aware that there will be no Pre-School at St Georges Pre-School on days where an outing is planned.
4. Play Leader to ensure that the correct adult/child ratio is maintained at all times. Parents asked to accompany children if at all possible- children placed on list on first come first serve basis to calculate ratios.
5. Play Leader to ensure that Child Registration information including parent contact and emergency contacts, are taken.
6. Play Leader to ensure that pre-school mobile phone is charged, has credit and is taken on the outing.
7. Play Leader to ensure that First Aid Kit is taken.
8. When going by car, parents need to sign a consent form and a declaration: to make sure that their insurance has been contacted and that they are fully covered in the event of an accident.
9. Manager/Owner/ Play leader to view all MOT and insurance certificates of named drivers for the outings. Declaration forms to signed to state that named drivers have adequate insurance cover.
10. Staff will be travelling in separate vehicles so that all children will be travelling with a member of staff.
11. **It is parents responsibility to provide a car seat for their child which adheres to British Law.**

Road Safety Policy as part of Outings Policy

1. **In line with 'Every Child Matters', the safety of our children should always come first. Our most important priority is to prevent the death or injury of a child while in our care.**
2. If out and about with the children on **foot**, we will always prioritise walking safely.
3. If planning to transport the children by **vehicle**, we will always prioritise safety concerns, please see outings file for risk assessments.
4. We will work with our Local Authority to teach road safety by the **roadside** in line with Department for Transport best practice advice.
5. We will get involved in useful **awareness-raising initiatives** that promote road safety within our wider community, such as Road S

LOST CHILD POLICY

Aim

The safety of children in our care is our first priority.

Methods

In the extremely unlikely event that we should ever lose a child the following procedure will be put into place:

1. On discovering a child is missing we would keep the remaining children as calm as possible and sit down for an activity (story/song). This will allow the maximum number of adults to search for the missing child. A check would be made of the building and the surrounding area.

If the child is not found:

2. We would inform the child's parents being as sensitive and accurate as possible the child may have decided to walk home. If this is the case staff will discuss the route the child may have taken, with the parents, and follow it to see if they can find the child.
3. If the child is still not found the Police will be informed. If the Police need to be informed then Social Services will also be informed.
4. A full record of what happens will be taken by the Play leader or senior member of staff at the time. It will record:
 - a. Time child was noticed missing
 - b. What actions were carried out to find the child
 - c. What time others were informed
 - d. What information was passed on what was received when other people and agencies were informed?The staff will be mindful that they may be dealing with people who will be emotional, frightened and angry and that they themselves must try and remain calm and sensitive when dealing with this difficult situation.
5. Once the child is found staff need to remember that the child may have been frightened and will need comforting. All children will then be reminded of the setting rules which are there to prevent them becoming lost.

POLICY FOR THE COLLECTION OF A CHILD BY AN ADULT UNKNOWN BY STAFF

Aim

Ensure the safe and proper collection of children into the care of appropriate adults.

Methods

In order for a child to only be collected by persons with parental/guardian authority, we (the Pre-School) will only release children to known authorised people. Even when the person is listed as giving permission to collect if we (the staff) are not familiar with that person we will be asking for a password:

1. The password will be decided by parents when enrolling to Pre-School. A copy will be kept with the child's registration form, and will only be accessible to staff and other suitable persons
2. To avoid embarrassment for all, we have asked parents to try and bring their authorised people along with them when dropping off or collecting their child from a session in order for the staff to meet them. We realise this is not always possible, and so we request they try to tell us in advance, preferably at the start of the session, that it may be someone other than themselves collecting.
3. In an emergency, when the parent (or one of their named persons) are unable to contact us, the child will only be released to an adult able to give us the password. In this instance we will try and contact those listed in the registration form prior to the child leaving.
4. If we are unable to contact anyone and we are not happy that the person attempting to collect the child has parental consent to do so (i.e. they are unaware of the password, cannot give us any other family details or have any identification to verify who they are) we will refer to the uncollected child policy.
5. The password should only be shared with those whom parents wish to collect their child. The password may not be required if the staff recognise the individual collecting the child.

UNCOLLECTED CHILD POLICY

Aim

The safety of children in our care is our first priority.

Methods

We will stay with a child for as long as is reasonably acceptable. If for any reason a parent or nominated person (these must be listed on the Registration Form) cannot fetch a child at the agreed time then this procedure will be put into place.

Parents should let the pre-school know, at the earliest opportunity, if they are going to be late and ensure the pre-school knows what they wish the staff to do.

If a child is left with the staff at the end of a session and no notice has been given, then the following process will be put in place:

1. After 15 minutes we will start to contact the nominated people given on the Registration Form to see if somebody can collect the child. If someone other than the parents can collect the child we will ensure the parents know the whereabouts of their child.
2. If after 45 minutes of the session ending we still have the child then we will contact the local Police and take guidance from them on how to proceed. This will only happen if we cannot contact the nominated person and we have not heard from the parents.

POLICY ON PHOTOGRAPHS OF PRE-SCHOOL CHILDREN

Aim

As a record of activities children participate in we (the staff) would like to take photographs to record such events in agreement with the parents/guardians.

Methods

1. Preschool may use a digital camera. In this instance no permanent record will be stored. Once prints are made they will be deleted from the computer and no other record will be held.
2. The photos will be used within pre-school i.e. on notice boards, in scrapbooks and occasionally on boards used to promote the Pre-School such as at St George's School open evenings, bazaars etc. We may wish to use group photos on our web page on St George's web site and / or our prospectus.
3. A child's name will never be displayed with a photo..
4. Occasionally we may ask local press to visit to publicise a specific event of activity and photographs will only be taken with the consent of the parent/guardian/carer.
5. Under no circumstances will photographs be distributed to third parties, electronically or otherwise.
6. No photographs or copies will be taken/displayed without parental permission.
7. Parents will be asked to sign giving permission, or otherwise on enrolment to Pre-School.

SETTLING IN PRE-SCHOOL

Aim

We accept new children at any time, subject to availability, and age.

Methods

In order to make starting Pre-School as easy as possible, we ask parents to stay for sessions prior to starting, so that the child can see the daily routine, meet other children and become familiar with the room whilst having the security of their parent/guardian present. These initial visits are free, and parents are encouraged to make them.(This is especially important for those children who have not previously been away from their main carer)

1. During the initial visit we gather information about the child such as likes/dislikes, particular activities/toys that the child prefers. This is then used to help the child settle.
2. We encourage children to bring in 'comforts' from home which they can use as they feel necessary.
3. For older children, who may have transferred from another setting we will introduce them to the other children and ask them to be kind and help the other child find new things and show them what we do.
4. During these initial sessions we make observations (to include talking to the parent/child) regarding what toys/activities the like/dislike and what skills they are already showing. In this way we can see 'where the child is', although we realise that they may be less confident initially and therefore not necessarily demonstrating their full range of skills.
5. We are introducing welcome packs for children which will have pictures of the setting, the staff ,toys and routines, enabling parents to have something to share with the children at home.

Starting Pre-School

For children under three (or those who have not previously been away from their carer) In line with PLA recommendations

In the child's best interest we ask parents (carers, grandparents) to stay with their child for as long as needed. This allows the child an opportunity to become familiar with the setting, our routines and the staff whilst having the assurance of their parent there. Once the child demonstrates they feel safe with a key person we will ask parents to 'pop out' for a short time (20 minutes max). Once the child has built their secure base (i.e. built up a good trusting relationship with their key worker and able to cope with short separations) the length of separation will be increased until they are happy to stay for the whole session.

The length of this process will vary depending on the number of sessions attended and the child.

For children who have transferred from other settings

We ask parents to ensure they visit prior to starting and when this is not possible to stay for the first sessions.

STAFFING AND EMPLOYMENT POLICY

Aim

Maintain high adult: child ration which is essential for good quality pre-school care.

Methods

In our pre-school:

1. We have at least one member of staff to each six children and more if there are younger children present.
2. Our key worker system ensures each child and family has one particular staff member who takes a special interest in them.
3. Regular staff meetings provide opportunities for staff to undertake curriculum planning and to discuss the children's progress and any difficulties.
4. We work towards an equal opportunities employment policy, seeking to offer job opportunities equally to both men and women, with and without disabilities, from all religious, social ethnic and cultural groups.
5. Some members of our staff hold the Diploma in Pre-School Practise or an equivalent qualification.
6. Regular in-service training is available to all staff, both paid and volunteer members, through the Pre-School Learning Alliance
7. Our Pre-School's budget includes an allocation towards training.
8. We support the work of our staff by means of monitoring/appraisals.
9. We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation.

STUDENT PLACEMENT POLICY

We recognise that the quality and variety of work which goes on in a pre-school makes it an ideal place for students on placement from school and college childcare courses as well as those on the Diploma in Pre-School Practise or Tutor Fieldwork courses.

Methods

Students are welcomed into the pre-school on the following conditions:

1. The needs of the child are paramount. Students will not be admitted in numbers which hinder the essential work of the pre-school.
2. Students must be engaged in a bona fide childcare course which provides necessary background understanding of children's development and activities.
3. Any information gained by the students about the children, families or other adults in the pre-school must remain confidential.
4. Students are not, under any circumstances, to be left alone with a child.

Outings Policy

Outings can be beneficial to enhance children's understanding and enjoyment of the curriculum, and to involve them in the wider local community. Safety, practicality and financial implications are always taken into account and the children's families are normally encouraged to join their children on these outings. Outings involving St Georges Pre-School children and staff are normally undertaken after a risk assessment has been completed. Outings will always require a written risk assessment.

Parents are notified of outings in good time and give written permission for their child to go on the outing. Parents are welcome to discuss any concerns they may have about an outing with St Georges Pre-school staff, children do not have to attend outings if parents prefer them not to. Proper Control must be exercised appropriate to the environment, nature of visit and children involved.

1. Play Leader to ensure that a Risk Assessment has been completed prior to the outing.
2. All parents/carers to be given consent form for each outing. Children will not be allowed on the outing if a consent form has not been completed and returned to Pre-School.
3. Parents to be made aware that there will be no Pre-School at St Georges Pre-School on days where an outing is planned.
4. Play Leader to ensure that the correct adult/child ratio is maintained at all times. Parents asked to accompany children if at all possible- children placed on list on first come first serve basis to calculate ratios.
5. Play Leader to ensure that Child Registration information including parent contact and emergency contacts, are taken.
6. Play Leader to ensure that pre-school mobile phone is charged, has credit and is taken on the outing.
7. Play Leader to ensure that First Aid Kit is taken.
8. When going by car, parents need to sign a consent form and a declaration: to make sure that their insurance has been contacted and that they are fully covered in the event of an accident.
9. Staff will be travelling in separate vehicles so that all children will be travelling with a member of staff.
10. We insist on viewing all MOT certificates before parents are allowed to volunteer driving on outings.
- 10. It is parents responsibility to provide a car seat for their child which adheres to British Law.**

Road Safety Policy as part of Outings Policy

- 1. In line with 'Every Child Matters', the safety of our children should always come first. Our most important priority is to prevent the death or injury of a child while in our care.**
2. If out and about with the children on **foot**, we will always prioritise walking safely.
3. If planning to transport the children by **vehicle**, we will always prioritise safety concerns, please see outings file for risk assessments.
4. We will work with our Local Authority to teach road safety by the **roadside** in line with Department for Transport best practice advice.
5. We will get involved in useful **awareness-raising initiatives** that promote road safety within our wider community, such as Road Safety Week.

Alcohol or Substance Abuse

When working directly with children, staff, students, volunteers and visitors must not be under the influence of alcohol or any other substance.

In the event that it is suspected that anyone has arrived at work under the influence of alcohol or an illegal substance, they will be taken aside by the supervisor who will express concern to the individual of the suspected alcohol or substance abuse. If the individual admits there is a problem, they will be sent home immediately. On return to work, the individual will be appropriately disciplined following set disciplinary procedures. This is considered gross misconduct and could result in instant dismissal. If the supervisor is the person in question, the Deputy Supervisor should contact the Ofsted immediately and take appropriate action. Any visitors found to be under the influence will be excluded from our club and the matter referred to Ofsted.

If the individual denies any problem, they must be carefully monitored, and not left unsupervised with children. Ofsted will be contacted for advice if staff are still concerned.

If staff suspect that a parent collecting a child is under the influence of alcohol or an illegal substance, and that the child will be put at risk if released to the adult, they will express their concern, and if necessary contact the Police, and follow the Child Protection policy procedures.

Medication

Staff, volunteers and students taking medication which may affect their ability to care for children should seek medical advice before working with children. The manager/supervisor should be informed of any other medication which may have cause for concerns.

St Georges Pre-school Environmental Policy

It is important for the Pre-School community to have an awareness and understanding of the effects of their actions upon the environment in which they live, work and relax. In order to do this, we need to take responsibility for our own actions and we need to have a sense of duty and care for the world in which we live.

The ways in which we will strive towards this goal is to Reduce the amount of materials we use and waste we produce, Re-use materials wherever possible, Restore what is deemed to have been destroyed and Respect our neighbours and our environment. By passing these values on to young children, I hope to start a new cycle of living 'green'.

Reduce

Energy

- We will switch off lights when they are not in use.
- We will keep outside doors shut in cold weather.
- We will make sure we turn off taps when they are no longer needed.

Paper

We will reduce the amount of paper we use in our classrooms by:-

- Writing and printing on both side of the paper whenever possible.
- I am in the process of investigating the possibility of sending information electronically.

In addition, we will have a waste paper box to enable us to re-cycle our paper.

Transport

- We will continue to promote the walking bus.
- We will encourage staff to share transport when going on courses etc.

Re-use

Gardening

- Gardening waste will be put into the school compost bins.

Donated materials including containers

- St Georges Pre-school will try to find uses for donated materials. This may be to help with storage or for use in art.
- Where uses cannot be found, we will endeavour to recycle it.

Paper

- Paper will be re-used within the classroom.
- Display paper will be taken down carefully and re-used wherever possible.
- Paper will be used on both sides wherever possible.

Equipment

- Outdated or unwanted equipment will be offered to others who might have a use for it.

Recycle

At St Georges Pre-School, we recycle a range of materials on a regular basis. We have a central collection point situated in the area outside the school suite.

- Paper is collected in boxes. This will be collected on a regular basis by placed in the green paper recycling box on site.
- Aluminium cans and silver foil will be collected in labelled plastic bins.
- Cartridges from computer ink will be collected in a labelled bin.
- Mobile phones will be collected in a labelled bin and sent to 'phones for schools'.

Restore

- Children will be encouraged to return all living creatures to their original habitat.
- Areas disturbed by sport, by accident, or by malicious damage will if possible be restored to its original condition.
- Children will be encouraged to treat all school equipment with respect. Books and other equipment will be repaired wherever possible.

Respect

- Our first and most important school rule is that we will respect one another.

This rule will permeate all we do whether it is discussing global issues, welcoming people of different races, faiths, abilities, or dealing on a daily basis with each other.

- We will extend this respect to the environment and all living creatures.

St Georges Pre-school Transition Policy:

The key to smooth transitions for children is effective communication between child, parents and staff and the creation of a positive and supportive climate for both the parent and the child.

Pre-nursery to Nursery

- ❖ Prior to starting St Georges Pre-school, parents are invited to bring their children for visits as necessary – see settling in policy for details.
- ❖ Each child will receive a 'all about me book' which is encouraged to be filled in together.
- ❖ On enrolling parents receive a Policy hand book which includes information on settling children in to nursery life. Meetings also take place between staff where they can talk together through the profiles and discuss particular aspects of the children's development using on going observations.
- ❖ Parents are welcome to remain within the pre-school building as their child settles in.
- ❖ Children are allocated key worker of their own on starting at St Georges Pre-school.
- ❖ Photographs are taken on the first day and name tags, place mats and peg hooks are laminated and put up ASAP so the child has a sense of belonging and identity.
- ❖ Those children/families with English as a second language are encouraged to help create a welcoming environment, by teaching us word like hello, goodbye, counting to ten etc.
- ❖ Staff actively encourage the sharing of information with parents on a daily basis.
- ❖ Parents (and prospective parents?!) are invited to attend any time. We have an open door policy.
- ❖ In the event of a child leaving, staff make available any appropriate pre-school or ante pre-school information to parents and/or staff of the new nursery or playgroup.
- ❖ Home visits will be looked into and where possible undertaken by play leader and or management.
- ❖

As children get ready to start primary school they need time to talk about any fears and anxieties they might have. Adults play a vital role in listening sensitively and helping to prepare them for this exciting and positive change.

Pre-school to Primary School

- ❖ Ad hoc trips to St Georges Primary School and its environs are made throughout the year.
- ❖ St Georges pre-school children may (at the discretion of staff) visit St Georges Primary School, and other primary schools in the area to observe special school events e.g. Harvest Thanksgiving Service, Nativity, appropriate theatre productions etc.
- ❖ School role-play activities are actively encouraged during the summer term.
- ❖ Prospective Primary 1 teachers from cluster schools visit in the spring or summer term. Opportunities are given to observe and meet prospective pupils. Opportunities are given to discuss these pupils with staff.
- ❖ All pre-school children who will attend local schools are given the opportunity to visit their new school. Staff are involved in the organization and management of this process, enabling all children to visit their designated local school.

This policy covers the process of observation and assessment of children's learning.

AIMS

- Observations written by all staff, will inform planning to meet individual needs. All staff are equally responsible for the observation and assessment of children who attend our setting.
- The named Key Worker will be responsible for ensuring that a child's learning journal is kept up to date and their progress recorded. All staff are responsible for ensuring that all documents remain confidential.
- All observations and assessments will be available for parents at any time.
- Parents will be invited to regular (parent sharing afternoons) meetings to discuss their child's progress and make any comments in the individual learning journeys.
- Our records, whilst maintaining appropriate levels of confidentiality, are open to be seen, discussed and understood by relevant others, including parents and other professionals.
- Our records have a clear purpose in unifying and gathering together all information that will facilitate our aims. This involves the staff, as a whole, in planning to provide for the children's ongoing development, progress and education and also facilitates assessment, recording and reporting.
- Our records must be practical in that whilst they fulfil their purpose they must be as simple as possible to carry out and monitor.
- Our records should be positive in both focus and content as well as taking due regard to equal opportunities. They celebrate achievement by showing what children have attained and how they have progressed and what can be done to extend them.
- At St George's Pre-school, because of the way we organise the learning experiences for the children, we have agreed a specific format that addresses elements of formative and summative record keeping. This forms the child's main record at pre-school and is known as their 'learning journal' or 'scrap book'. This document has the principles of assessment for learning at its core and plays a central role in the school's planning/assessment cycle.

Observations of individual children

1. Observations may be written by any member of staff, or by students.
2. They are used to gain a variety of information and form part of formative records.
3. Observations can be carried out by students but if they wish to include them as part of their college work then confidentiality must be maintained so that no child or staff member can be identified.
4. Observations may be notes of a particular happening made because the staff involved believe it is of value.
5. The person who has made the observation will hand it over to the child's key worker.

Types of Observation Carried out at St Georges Pre-school:

1. Informal observation (usually observed from a photograph... a unique moment that does not necessarily feed into the planning)
2. Formal observation - summative (this occurs once a term and gives indications of where the child is in terms of development and wellbeing and feeds directly into the planning which is based on children's interests).
3. Achievements and next step forms (these go hand in hand and are completed termly or more often and directly influence planning so that planning can begin from child's interests).

Copies of all observations are available and will be stuck in the child's learning journals and also in the back of their 'wow' books.