

Victoria Road



Pre-School

Policies & Procedures

Parent/Carer Document

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OUR SETTING

Victoria Road Pre-School was originally established in a residential dwelling the 1960's and then transferred to our current home Tilehurst Village Hall in Victoria Road, Tilehurst, Reading, Berkshire RG31 5AB in 1970.

We are a voluntary, non-profit making organisation and a registered charity (No. 1020175). The conditions of our registration under the Children's Act (1989) mean that we are regularly inspected by Ofsted to ensure that the quality of care and education we provide meets the standards required by Ofsted (registration number 116836.)

We have a large main hall measuring 13m by 9m which also has a stage. We have a side room and an outside garden with safety tarmac and a composite decked area with a protected roof covering.

The building has full disabled access. Ramps are located at the front and rear of the building.

We have an open-door policy, whereby, you can communicate with a member of staff about any questions or concerns during any session.

We communicate with parents/carers through online Tapestry, newsletters, text, email, Facebook, our website and on our advertising board in our setting.

Our website address is: www.victoriaroadpreschool.co.uk

Email: Victoria.road@live.co.uk

ADMISSIONS

It is our intention to make our pre-school accessible to children and families from all sections of the local community. We aim to ensure that all sections of the community have access to the pre-school through open, fair and clearly communicated procedures.

- We ensure that the existence of our pre-school is widely advertised in places accessible to all sections of the community.
- We ensure that information about our pre-school is accessible, in written and spoken form, and where appropriate, in more than one language. We will endeavour to provide translated written materials where language needs of families suggest this is required.

All applications are kept on a waiting list.

- We describe our setting and its practices in terms that make it clear that it welcomes parents, other relations and carers, including childminders.
- We make our Valuing Diversity and Promoting Equality Policy widely known.
- Application forms to join the waiting list are available on request in person, by email (victoria.road@live.co.uk), post or telephone (07989 261637 **during session times only**). You can also download a copy from the Admissions section of our website. Our prospectus can be found on our website www.victoriaroadpreschool.co.uk

FEE STRUCTURE 2024

At Victoria Road Pre-school we offer a choice of sessions (term time only).

Children can attend a 3, 5 or 6-hour session.

The 3-hour sessions run from 9:00am - 12:00pm

5-hour sessions run from 9:00am - 2:00pm

6-hour sessions run from 8:50am - 2:50pm

5- & 6-hour sessions will need lunch provided; all children need a piece of fruit for snack time.

The 3-hour session costs £18 for a 3+ year-old and £25.50 for a 2-year-old.

A 5-hour session costs £30 for a 3+ year-old and £42.50 for a 2-year-old.

All costs are subject to change.

6-hour sessions are for 30-hour funded children only.

3 & 4-year-old children are entitled to 15 hours funding per week (38 weeks of the year).

This entitlement starts the term after their third birthday.

Eligible 2-year-old children will be entitled to 15 hours funding per week from April 2024.

30-hour funding (a further 570 hours a year) is also available to eligible children. Please speak to a member of staff or visit the Reading Borough Council website for further details.

www.readingfis.org

More information about government funding and tax-free funding can be found at

www.childcarechoices.gov.uk

Information can also be found on our noticeboard.

Please note, if your child is off sick or on holiday during term-time your fees will not be refunded.

SETTLING INTO PRE-SCHOOL

The Role of The Key Person and Settling-In

We believe that children settle best when they have a key person to relate to. Research shows that a key person approach benefits the child, the parents, the staff and the pre-school by providing secure relationships in which children thrive, parents have confidence, staff are committed, and the pre-school is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated, and happy in the pre-school 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 within the setting.

- We allocate a key person before the child starts pre-school.

The Key Person

- Is responsible for the induction of the family and for settling the child into our pre-school.
- Offers unconditional regard for the child and is non-judgemental.
- Acts as the key contact for the parents/carers and co-ordinates the sharing of appropriate information about the child's development with them.
- Is responsible for developmental records and for sharing information on a regular basis with the child's parents/carers.
- Encourages positive relationships between children in her/his key group, spending time with them as a group each day.

Settling-In

- Before a child starts to attend the pre-school, we use a variety of ways to provide his/her parents/carers with information. These include written information such as our current prospectus, our Facebook page and our policies and procedures which are available on our webpage. Once an offer of a place has been accepted, we give parents access to Tapestry.
- Families attend an induction session before the child starts at pre-school. This induction session involves meeting the key person and familiarising the family with the pre-school and its facilities.
- Younger children may take longer to settle in, as will children who may not have previously spent time away from home.
- When parents leave, we ask them to say good-bye to their child and explain that they will be coming back. Staff will support/comfort your child as and when needed.

BEHAVIOUR MANAGEMENT

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

Children need to learn to consider the views and feelings, needs and rights of others and the impact 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 positive and considerate behaviour exist within our programme for promoting personal, social, and emotional development.

We work in partnership with children's parents/carers. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with Children who Engage in Inconsiderate Behaviour

- We require all staff, volunteers, and students to use positive strategies and demonstrate British values for handling any inconsiderate behaviour by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings 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 will only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property.
- We do not use techniques intended to single out or humiliate individual children.
- 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 manager and are recorded on an incident form and stored in the child's personal file. The child's parent/carer is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices to respond to children's inconsiderate behaviour.
- When children under 3 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 young children are unable to regulate their own emotions such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause – such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Rough and Tumble Play and Fantasy Aggression

- Young children often engage in play that has aggressive themes – such as superhero play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a pre-cursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.
- We recognise that fantasy play also contains many violently dramatic themes, often referring to ‘goodies and baddies’ and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of ‘teachable moments’ to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful Behaviour

We take hurtful behaviour very seriously. Most Children under the age of 5 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 5, hurtful behaviour is momentary, spontaneous, and often without the awareness of the feelings of the person whom they have hurt.

- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others’ feelings.
- We support social skills through modelling behaviour through activities, drama and stories.
- We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt. We will ask them to find out if the other child is OK.
- When hurtful behaviour becomes problematic, we work with parents/carers to identify the cause and find a solution together.

CONFIDENTIALITY AND CLIENT ACCESS TO RECORDS

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

In our pre-school, staff, managers and members of the committee 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 children. 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 Data Protection Act (1998) and the Human Rights Act (1998). Our data protection officers are Jo Graham and Michelle Potter.

Confidentiality Procedures

- We always check whether parents/carers regard the information they share with us to be regarded as confidential or not.
- Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond 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 inform parents/carers when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures) – for example with regard to any injuries, concerns or changes in relation to the child or family, any discussions with parents/carers 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 record keeping procedures).

Client Access to Records Procedures

Parents/carers may request access to any confidential records held on their child and family following the procedure below:

Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the manager.

- The manager informs the chairperson of the management committee and sends a written acknowledgement.
- The pre-school commits to providing access within 14 days, although this may be extended.

- The pre-school manager and chairperson of the management committee prepare the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records.
- 'Third parties' also includes workers from any other agency, including social services, the health authority etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The manager and chairperson of the management committee go through the file and remove any information which a third party has refused to disclose.
- Once this information has been removed, what remains is the information recorded by the pre-school, detailing the work initiated and followed by them in confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over but should be examined by the manager so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

All the undertakings above are subject to the paramount commitment of the pre-school, which is to the safety and well-being of the child. Please see also our policy on child protection.

HEALTH AND HYGIENE

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 pre-school, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.

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.

- Children taking prescribed medication must be well enough to attend pre-school.
- Only prescribed medication is administered.
- 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.

Procedures for Children who are Sick or Infectious

- If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the manager calls the parents/carer and asks them to collect the child or send a known carer to collect on their behalf.
- In extreme cases of emergency, the child should be taken to the nearest hospital and the parent informed.
- Parents are asked to take their child to the doctor before returning them to pre-school; the pre-school can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- The setting has a list of excludable diseases and current exclusion times. The full list is obtainable from [Children and young people settings: tools and resources - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/collections/children-and-young-people-settings-tools-and-resources) and includes common childhood illness such as measles.

Reporting of Notifiable Diseases

- If a child or adult is diagnosed suffering from a notifiable disease under the Health Protection (notification) Regulations 2010, the GP will report this to the health protection agency.
- When the pre-school becomes aware, or is formally advised of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency.

Procedures for Children with Allergies

When parents enrol their children at pre-school they are asked if their child suffers from any known allergies. This is recorded on the Registration Form.

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

- The allergen - substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc.
- The nature of the allergic reaction e.g., anaphylactic shock, including rash, reddening of skin, swelling, breathing problems etc.
- What to do in case of allergic reactions, any medication used and how it is to be used (e.g., EpiPen).
- Control measures - such as how the child can be prevented from contact with the allergen.

A review form is kept in the child's personal file and a copy is displayed where staff can see it.

Generally, no nuts or nut products are used within the setting. Parents and carers are made aware so that no nut or nut products are accidentally brought in, for example to a party.

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 and all the family if they are found to have head lice.

Nappy Changing

No child is excluded from participating in our pre-school who may, for any reason, not yet be toilet trained and who may still be wearing nappies. However, we discourage the use of 'pull-up' type nappies.

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

- 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 worn by staff whilst changing the child.
- Staff ensure that nappy changing is relaxed and use this 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 are encouraged to wash their hands with soap and dry them.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Nappies are disposed of hygienically. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for the parent/carer to take home.

No Smoking or Vaping

We comply with Health and Safety Regulations and the Welfare Requirements of the EYFS (Early Years Foundation Stage) in making our pre-school a no smoking environment – both indoor and outdoor.

First Aid

Our first aid kit complies with the Health and Safety (First Aid) Regulations 1981. The first aid box is easily accessible to adults and is kept out of the reach of children.

PROMOTING HEALTH & HYGIENE – FOOD & DRINK

The sharing of refreshments can play an important part in the social life of the pre-school as well as reinforcing children's understanding of the importance of healthy eating.

The pre-school will ensure that it fulfils all the requirements of the registering authority and that:

- Before a child starts to attend the group, staff will discuss with parents/carers the child's dietary needs, including any allergies, and make appropriate arrangements to meet them.
- The dietary rules of religious groups and of vegetarians/vegans are known and met in appropriate ways.
- Water and milk are constantly available. (Milk provided for children is semi-skimmed and pasteurised).
- A record of any child's allergies is kept in the kitchen and a copy is kept in the first aid box.
- Only fruit is eaten at snack time.
- We advertise an 'ideal' lunchbox to all parents/carers, via Tapestry. We do not encourage fizzy drinks or sweets.

PLEASE ENSURE THAT NO NUTS ARE BROUGHT INTO PRE-SCHOOL IN LUNCHBOXES. THIS INCLUDES SOME CHOCOLATE SPREADS THAT CONTAIN NUTS.

HEALTH & SAFETY

The pre-school believes that the health and safety of the children is of paramount importance. We make our pre-school 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.
- The manager Jo Graham and administrator Michelle Potter are ultimately responsible for health and safety during the pre-school use of the premises. They have undertaken health and safety training and regularly update their knowledge and understanding.

Insurance Cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in the entrance lobby.

We also have Trustees Liability insurance.

Awareness Raising

- Our training for staff and volunteers includes a clear explanation of health and safety issues so that all adults can adhere to our policy and procedures, as they understand their shared responsibility for health and safety.
- New staff and volunteers are asked to sign a record to confirm that they understand their responsibilities in relation to health and safety.
- Health and safety issues arising during the use of the Village Hall (premises) are dealt with by informing the caretaker and requesting appropriate action.

Outdoor Area

- All outdoor activities are supervised at all times.
- Our outdoor area is securely fenced.

Hygiene

- Our daily routines encourage the children to learn about personal hygiene.
- We have a cleaning schedule for cleaning resources and equipment, dressing-up clothes and furniture.
- Each day the main hall is swept, and the toilet floor mopped after each session by pre-school staff.
- The care-taking staff are responsible for cleaning and maintenance of the building.

We implement good hygiene practices by:

- cleaning tables between activities.
- wearing protective clothing – such as gloves – as appropriate.
- providing sets of clean clothes.
- providing tissues and wipes.
- checking the toilets regularly.

Any hazardous substances are kept in the kitchen out of reach of children or locked away in a cupboard.

Activities and Resources

- Equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the pre-school. The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is checked daily 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.
- Children who are sleeping are checked regularly.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired, it is discarded.
- Adults will not walk about with hot drinks or place hot drinks within reach of children.
- Fire drills will be held at least once a term.
- A register of both adults and children will be completed as people arrive and leave. A visitor's book will record the arrival and departure of all visitors. This ensures a complete record of those present is available in an emergency.
- Systems are in place to ensure that any child cannot leave the premises unaccompanied.
- A correctly stocked first aid box is always available. (See also Health and Hygiene policy).

Emergency Closure

Should the pre-school have to close due to an emergency such as extreme weather, power loss, fire, damage to the building etc., the pre-school will contact parents/carers by text or phone call to arrange collection of their child/children. Unfortunately, we do not have access to any alternative accommodation and if the pre-school were to close for a period, then fees would not be due. Jo Graham (manager) and Alison Clements (deputy) would be the main contacts if this situation were to occur. Parents/carers would be kept informed of the situation via Tapestry, Facebook and text message.

MAKING A COMPLAINT

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 and caring environment in which all children can learn and develop as they play.

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.

Many concerns can be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, the following procedures should be used:

How to complain:

Stage 1

A parent or carer who has a concern about any aspect of the group's provision should first talk over any worries and anxieties with the pre-school manager.

Most complaints should be resolved amicably and informally at this initial stage.

Stage 2

If this does not have a satisfactory outcome, or if the problem re-occurs, the parent should put the concerns or complaint in writing to the pre-school manager and Committee.

- When the investigation into the complaint is completed, the manager or Chairperson meets with the parent to discuss the outcome.
- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points are logged in the Complaint Investigation Record (2012).

Stage 3

- If a parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the pre-school manager and Chair of the committee. Both the parent and manager may have a third-party present if they prefer. An agreed written record of the discussion is made, as well as any decision or action to take as a result. All parties present at the meeting sign the record and receive a copy of it.

- The 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 the matter is still not concluded to the parent's satisfaction, the parent should again contact the Chair. At this point, if no agreement can be reached it might be helpful to invite an external mediator, acceptable to both parties, to review the action so far and suggest further solutions.
- Staff and volunteers within the Pre-School Learning Alliance are appropriate persons to be invited to act as mediators.
- The mediator will keep all discussion confidential. He/she will meet with the group if requested and will keep an agreed record of any meetings that are held and any advice, he/she has given.

Stage 5

- When the mediator has concluded his/her investigations, a final meeting between the parent, the manager and the Chair is held. 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 can be present if all parties agree this will help to make a decision. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

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

Parent may approach Ofsted directly at any stage of this complaint's 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.

Ofsted Telephone: 0300 123 1231 (general enquiries)
 Telephone: 0300 123 4666 (concerns)
 Website: www.ofsted.gov.uk
 Email general: enquiries@ofsted.gov.uk
 Email Concerns: CIE@ofsted.gov.uk

STAFFING

We provide a staffing ratio in line with the welfare requirements of the Early Years Foundation Stage to ensure that children have enough 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 Disclosure Barring Service (DBS) in accordance with statutory requirements.

Ratios

- **Children aged 2 years – 1 adult : 5 children**

 - **Children aged 3 to 5 years – 1 adult : 8 children**
- A minimum of 2 staff are on duty at any one time.
 - Each child is assigned a key person to help the child become familiar with the pre-school from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with the parent/carer for the child's wellbeing and development in the pre-school and remains in regular contact with the family for discussion on their child's progress. They also offer support in guiding their development at home.
 - Regular staff meetings are held for curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

Vetting and Staff Selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All members of staff have job descriptions which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants are considered based on their suitability for the post regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants are not placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the Disclosure Barring Service for staff and volunteers 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.
- Changes to person responsible for the pre-school are notified to Ofsted.
- We follow Safer Recruitment EYFS 3.7, 3.8

SAFEGUARDING CHILDREN AND CHILD PROTECTION

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.

- 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.
- We encourage children to develop a sense of autonomy and independence.
- We help children to establish and sustain satisfying relationships within their families, with peers and with other adults.
- We work with parents to build their understanding of and commitment to, the principles of safeguarding all our children.

At all times we adhere to the Safeguarding Vulnerable Groups Act 2006.

All staff have access to:

- Keeping Children Safe in Education 2022
- What to do if you are worried about that a child is being abused 2016
- Working together to Safeguard Children 2018
- Revised Prevent Duty guidance England and Wales 2021

Staff and Volunteers

Our designated Safeguarding Officers are Jo Graham, Michelle Potter and Alison Clements.

We ensure all staff, volunteers and parents are made aware of our safeguarding policies and procedures.

- We provide adequate and appropriate staffing resources to meet the needs of the children.
- We abide by Ofsted requirements in respect of references and DBS (Disclosure Barring Service) checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.

- All applicants for posts, whether voluntary or paid, will be interviewed before an appointment is made and will be asked to provide at least 2 references and photo identity, e.g. passport.
- Volunteers do not work unsupervised.
- We have procedures for recording the details of visitors to the setting and ensure that no unauthorised person has unsupervised access to the children.

Responding to and Recording Suspicions of Abuse

- We acknowledge that abuse of children can take different forms - physical, emotional and sexual as well as neglect.
- When a child is suffering from abuse this may be demonstrated through the things they say, their behaviour and changes in their appearance.

Prevent Duty

- Staff are trained to recognise signs of radicalisation.
- Staff are trained to spot and act upon any signs of
 - Gender based violence (domestic abuse and violence)
 - Honour Based Abuse (HBA) which can include:
Female Genital Mutilation (FGM) and Forced Marriage
 - Child Sexual Exploitation (CSE), trafficking, criminal exploitation (county lines).
- More information on FGM can be found here: [Female genital mutilation: resource pack - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/resources/resource-packs/female-genital-mutilation-resource-pack)
- More information on County Lines can be found here: [Protecting children from county lines | NSPCC Learning](https://www.nspcc.org.uk/learn/protecting-children-from-county-lines/)
- Where such evidence is apparent, the child's key person will make a dated record of the details of the concern and discuss with the manager. The record could include observations, descriptions of appearance/behaviour, exact words spoken by the child. It will not include comment or interpretation or be influenced by asking the child leading questions. This information will be kept on the child's file.
- The child will be listened to, offered reassurance, and not questioned.
- We refer any concerns to Reading Borough Council's Social Care department:

Children's Single Point of Access

Telephone: 0118 937 3641 (Office hours – 9am – 5pm, Mon-Fri)

Emergency Duty Team: 01344 351 999 (Out of hours)

Web: [Report or refer concerns about a child - Brighter Futures For Children](#)

LADO Sue Darby 0118 937 2684

Email: LADO@brighterfuturesforchildren.org

Web: [Allegations against people in a position of trust - Brighter Futures For Children](#)

Brighter Futures for Children, Civic Offices, Bridge Street, Reading RG1 2LU

Ofsted Telephone Number: 0300 123 1231

- 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 Local Safeguarding Board does not allow this. In these cases, the investigating officer will inform parents.

Liaison with Other Agencies

- We work within the Local Safeguarding 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 aware of what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues, the CSPoA – Children's Single Point of Access team [Report or refer concerns about a child - Brighter Futures For Children](#).
- We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the wellbeing of the children.
- The NSPCC may also be contacted on 0808 800 500 (10am – 4pm, Mon – Fri) or emailed at help@NSPCC.org.uk if out of hours.

Allegations against Staff

- We ensure that all parents know how to complain about the actions or behaviour of staff or volunteers within the Pre-School, which may include an allegation of abuse.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer may have taken or is taking place by recording the details of any such alleged incident.
- We refer any such complaint immediately to the local authority's social care department to investigate. Our Local Authority Designated Officer is Sue Darby

0118 937 2684. We also report any such alleged incident to Ofsted and are aware that it is an offence not to do this. We co-operate entirely with any investigation carried out.

- The member of staff or volunteer being investigated will have no contact with children whilst being investigated and, where it is thought appropriate, the member of staff or volunteer will be suspended on full pay. This is not an indication of admission that the alleged incident has taken place but is to protect the staff, children and families throughout the process.

Disciplinary Action

- Where a member of staff or volunteer is dismissed from the pre-school due to engaging in activities that caused concern for the safeguarding of children, we will notify the Independent Safeguarding Authority (I.S.A) of relevant information, so that individuals who pose a threat to children can be identified and barred from working with these groups.

Duty to make a referral to the Disclosure and Barring Service (DBS) and Ofsted where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.

Training

- We seek out training opportunities for all adults involved in the pre-school to ensure that they recognise the symptoms 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 designated persons receive training in accordance with that recommended by the Local Safeguarding Children's Board.
- We ensure that all staff know the procedures for reporting and recording any concerns they may have about our pre-school.

Planning

- The layout of the play areas/rooms will permit constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.

Curriculum

- We introduce key elements of keeping children safe into our planning to promote the personal, social and emotional development of children so 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 background arising from their colour, ethnicity, first language, cultural and social background.
- We ensure that this is carried out in a way that is appropriate for the developmental age of the children.

Support to Families

- The pre-school will take every step in its power to build up trusting and supportive relationships between families, staff and volunteers in the group.
- We make it clear to parent/carers our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the Local Children's Social Care team.
- Where there is an ongoing investigation into an allegation of abuse, we will continue to welcome the child and their family to the Pre-School.
- 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 will be 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 Safeguarding Children Board (CSPA).

Uncollected Child

- In the event that a child is not collected by an authorised adult at the end of a session, the Pre-School will ensure the child is cared for safely by a familiar member of staff. We will ensure the child is caused as little distress as possible.
- The Pre-School will attempt to contact the child's parents or carers. If this proves unsuccessful, we will contact the adults who are authorised by the parent to collect their child.
- The child will not leave the premises with anyone other than those named on the Registration form.
- If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we will apply the procedures for uncollected children:
 - i. We contact our local authority children's social services team.

- ii. The child stays at the Pre-School in the care of two fully vetted members of staff until the child is collected either by the parents or by a social care worker.
 - iii. Social Care will try to find the parent but if they are unable to do so, the child will be looked after by the local authority.
 - iv. Under no circumstances will staff go to look for the parent or take the child home with them.
- A written report is recorded on the child's file.
 - Depending on the circumstances, we reserve the right to charge parents for the additional hours worked by staff.
 - Ofsted may be informed.

Missing Child

Child goes missing on the premises:

- As soon as it is noticed that a child is missing, the manager is alerted.
- The manager will carry out a search of the building and garden.
- The register is checked to ensure no other child has gone astray.
- Doors and gates are checked.
- If the child is not found, the parent is contacted, and the missing child is reported to the Police.
- The manager talks to the staff to ascertain when and where the child was last seen.
- The manager contacts the Chairperson and reports the incident.

Child goes missing on an outing:

- As soon as it is noticed that a child is missing, staff ask children to stand with their designated adult and carry out a headcount. One member of staff searches the immediate vicinity but no further.
- The manager is contacted immediately.
- The manager contacts the Police and reports the child as missing.
- The manager contacts the parents who make their way to the agreed location, either the Pre-School or the outing venue.

- Staff will take the remaining children back to the Pre-School.
- In an indoor venue, the staff will contact the venue's security who handle the search and contact the Police.
- The manager contacts the Chairperson.

The investigation:

- Written statements will be taken from all staff involved and a conclusion drawn as to how the breach of security happened.
- The incident will be reported under RIDDOR arrangements, and the local authority Health & Safety Officer may investigate.
- In the event of disciplinary action needing to be taken, Ofsted will be informed.

Use of Mobile Phones & Cameras on Pre-School Premises

- All mobile phones and/or cameras belonging to members of staff are not to be used on the premises during working hours. At the beginning of a session, mobile phones are stored in a locked box.
- In the event of an emergency, personal mobile phones may be accessed and used with the permission of the manager.
- Members of staff ensure that the pre-school's telephone number is known to immediate family and other people who need to contact them in an emergency.

Pre-School Camera and Video Recorder

- Members of staff must not bring their own cameras or video recorders into the setting.
- Photographs and recordings of the children are only taken on equipment belonging to the pre-school for valid reasons, i.e., to record their learning and development, or for displays within the setting.
- Camera and video use are monitored by the manager.
- Where parents request permission to photograph or record their own children at special events, permission will first be gained from all parents for their children to be included.
- Photographs and recordings of children are only taken if there is written permission to do so (found on the individual child's registration form).

- The camera is not to be taken into the toilet area and must always be used under the supervision of 2 adults.
- The manager is the only authorised members of staff permitted to print the photographs.

PARENTAL INVOLVEMENT

We believe that children benefit most from early years education and care when parents and the pre-school work together in partnership.

Our aim is to support parents/carers as their children's first educators by involving them in their children's education.

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

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

- 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 on a regular basis about their children's progress.
- We involve parents in the shared record-keeping about their child - either formally or informally – and ensure parents have access to their child's written developmental records.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaint's procedure via our website www.victoriaroadpreschool.co.uk
- We provide opportunities for parents to learn about the curriculum offered in our pre-school and about young children's learning, in pre-school and at home. Details are given to parents via Tapestry and termly newsletters.
- We currently follow the Early Years Foundation Stage framework set by the government. Further details can be found at [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

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 (2001).
- We ensure our provision is inclusive to all children with special educational needs.
- 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 families and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

We designate a member of staff to be the special educational needs co-ordinator (SENCO) and give his/her name to parents.

Our SENCO is **ALISON CLEMENTS**

SPECIAL EDUCATIONAL NEEDS POLICIES AND PROCEDURES

Definition of Special Educational Needs (SEN)

Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them". As defined by the Code of Practice 2014 for those who have Special Educational Needs and disabled children.

This policy is in line with the Code of Practice 2014 and Equality Act 2010

Introduction

Our pre-school SENCO - (Special Educational Needs Co-ordinator) is Alison Clements.

How does the setting identify children with additional needs of SEND?

The Early Years Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning goals and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the Pre-School SENCO, Key worker and parents/carers share information about the strengths and needs of the child to create a positive partnership.

Each child has a key person who will work closely with the child, complete regular observations and update files and records of their progress. If a child shows signs of needing additional help the correct procedures are put into place.

Every child will have a progress check during their 2nd year of age, which supplies parents/carers with a short-written summary of their child's development. It also links into the Early Years Foundation Stage (EYFS) ages and stages of development and in some cases, identifies additional individual needs.

Reports from health care professionals such as health visitors and speech and language therapists, identify your child's individual needs. We welcome parents and professionals sharing these reports in order to plan appropriately to meet these needs.

These observations will be discussed with the SENCO (Alison Clements) and your child's key person.

How will I be informed/consulted about the ways in which my child is being supported?

Our SENCO - Alison Clements, will offer support and advice to your child's key person and other staff in our setting. The SENCO will also liaise with other professionals to seek advice and support in identifying individual needs if necessary.

The Key Person or SENCO will contact and arrange a meeting with the main carer to discuss extra support that they may need and how the setting will support both child and parent/ carer, to help meet the child's developmental targets and needs.

All documentation is kept in a locked cupboard to ensure confidentiality.

Our SENCO has completed specific SENCO training and attends network meetings to keep up to date, she also works in close contact with both Reading Borough Council and West Berkshire Council as we are on the border of both authorities and have children from both boroughs.

How will the setting adapt the Early Years Foundation Stage curriculum for my child's needs?

We create an environment that meets the Special Educational Needs of each child. We identify the roles and responsibilities of staff in providing for the child and enable them to have the full access to all elements of the Pre-School's curriculum. We work closely with the parents to play a part in supporting their child's education and ensure that child's voice is heard in this process.

The plans are set out each week and can be adapted to ensure every child has the best possible developmental progress outcome.

We have sensory toys and picture flip book; this helps children who have difficulty in communication and settling in to help them convey their needs.

What teaching strategies does the setting use for children with additional needs or learning difficulties?

Each child with additional needs, will be supported in the areas of concern by their key person and SENCO. This may mean adapting plans to help your child follow our curriculum, however, this may mean smaller group activities i.e., talking tables, role modelling support.

What additional support does the setting provide for children with additional needs or SEN?

Our staff are welcoming and friendly, providing an inclusive, sensitive, and positive approach for your child to feel welcome in our pre-school.

We can signpost local information and outside support that the child and family will benefit from. We have links with children's centres and other support in our area. We can apply for funding in our pre-school setting to give specific assistance to children in extra need of support.

How will the setting monitor my child's progress and how will I be involved in this?

Regular observations of the child will be made, and achievement targets will be established. These will be discussed with the parents/carers to gain the best possible outcome for the child.

You are involved in identifying their needs, information sharing, identifying targets and next steps to focus on at home and in our setting. You will be asked to review their progress towards these targets at meetings with your child's key person and SENCO to discuss their next ISP (Individual Support Plan).

How do you ensure children with additional needs or SEND can be included in the same activities as other children, including trips?

All children will follow the same planned activity and we can easily adapt the activity so that all children can be included. They may use different equipment to achieve success in understanding of the activity.

We would carry out a risk assessment linked to the visit and the needs of all the children, including parents and staff prior to our trip. We would also take along any aides or medication your child may need. All visits or trips would be planned to include all of our children.

How accessible is the building for children with mobility difficulties/wheelchair users?

The building has full disabled access. Ramps are located at the front and rear of the building. All doorway entrances are of suitable width. We have a disabled toilet with handrail support bar and a low-level basin.

How will you support my child's transition to a new setting or school?

A member of staff from the new setting will come and visit whilst the child is in a normal session. We can pass on information of all observations, assessments and records of support given/referrals made.

Every child will have a transitions report completed and sent onto their new setting. This will include a report of their progress in all EYFS areas and a summary of their personality. The new setting will make arrangements with you to invite your child for a visit and we work closely with them to support their transition.

How does the setting assess the overall effectiveness of its SEN provision and how can parents/carers take part in this evaluation?

We use information received from the following -

- Feedback from parents including individual discussions, questionnaires, and parents' meetings.
- Visits and feedback from Reading Borough Council Early Years Advisors and support services and Ofsted.
- Our self-evaluation processes.
- Communication with the parents and working as a team.

This information is used to identify areas of development within the setting which forms part of our inclusion training and development plan.

Who should I contact if I am considering registering for a place at the setting?

Parents or carers may register their child with Victoria Road Pre-School by telephoning 07989 261637, during session times and requesting an application form, or by emailing us at Victoria.road@live.co.uk You can also download a copy from our website in the Admissions section.

Whichever method you choose, you will be contacted as soon as possible to arrange a visit to the pre-school. You can find our prospectus on our website www.victoriaroadpreschool.co.uk

What arrangements does the setting have for feedback from parents/carers, including compliments and complaints?

Your child's Key Person is your first point of contact if you would like to discuss your child's needs, although the staff summary board (displayed in the entrance) shows all staff members and details their roles and qualifications.

In addition to our 'open door' communication policy we request feedback via a questionnaire, once each year. The responses from parents/carers may be posted in our mailbox anonymously, if required.

We collate all feedback, both positive and negative to produce a detailed response with all questionnaire responses shown, along with any contributions/suggestions for improving our setting. We respond and explain reasons for change or explain why the suggestion may not be feasible under the circumstances.

This method of requesting feedback has been extremely popular with parents/carers as it gives them a voice; we have previously implemented several new procedures in our pre-school as a result of valuable new ideas and feedback from these questionnaires.

VALUING DIVERSITY AND PROMOTING EQUALITY

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social economic, ethnic, and cultural or religious backgrounds. Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment.

Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender, or their impairment.

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

We aim to:

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

Victoria Road Pre-School works in accordance with all relevant legislation, including:

- The Equality Act 2010
- 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

Admissions

Our pre-school is open to all members of the community.

- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.
- We do not discriminate against a child or their family, or prevent entry to our pre-school, on the basis of a protected characteristic as defined by the Equalities Act (2010). These are:
 - disability; race; gender reassignment; religion or belief; sex; sexual orientation; age; pregnancy and maternity; and marriage or civil partnership.
- We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the current curriculum.
- We take action against any discriminatory behaviour by staff or 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 the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure Barring Service (DBS). 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.

Meetings

An annual general meeting (AGM) is usually arranged in the autumn term 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 families have information about and access to the meetings. Minutes of the AGM are distributed to parents/carers upon request.

Monitoring and Reviewing

- To ensure our policies and procedures remain effective we will monitor and review them at least annually to ensure our strategies meet the overall aims to promote equality, inclusion, and valuing diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.



PRIVACY NOTICE - GDPR

**Victoria Road Pre-School, Tilehurst Village Hall, 17 Victoria Road, Tilehurst,
Reading, RG31 5AB**

Telephone Number: 07989 261637

Data Protection Officers: Joanne Graham
& Michelle Potter

Introduction

We are committed to ensuring that any personal data we hold about you and your child is protected in accordance with data protection laws and is used in line with your expectations.

This privacy notice explains what personal data we collect, why we collect it, how we use it and how we protect it.

What personal data do we collect?

We collect personal data about you and your child to provide care and learning that is tailored to meet your child's individual needs. We also collect information in order to verify your eligibility for free childcare as applicable.

Personal details that we collect about your child include:
your child's name, date of birth, address, health and medical needs, development needs and any special educational needs.

Where applicable we will obtain child protection plans from social care and health care plans from health professionals.

We will also ask for information about who has parental responsibility for your child and any court orders pertaining to your child.

Personal details that we collect about you include:
your name, home and work address, phone numbers, emergency contact details, and family details.

This information will be collected from you directly in the registration form.

If you apply for up to 30 hours free childcare or 2-year-old funding, we will also collect: your National Insurance Number or Unique Taxpayer Reference (UTR) if you're self-employed. We may also collect information regarding benefits and family credits that you are in receipt of.

Why we collect this information and the legal basis for handling your data

We use personal data about you and your child in order to provide childcare services and fulfil the contractual arrangement you have entered into. This includes using your data to:

- contact you in case of an emergency
- to support your child's wellbeing and development
- to manage any special educational, health or medical needs of your child whilst at our setting
- to carry out regular assessment of your child's progress and to identify any areas of concern
- to maintain contact with you about your child's progress and respond to any questions you may have
- to process your claim for up to 30 hours free childcare/2-year funding (only where applicable)
- to keep you updated with information about our service

With your consent, we will also record your child's activities for their individual learning record. This may include photographs and videos. You will have the opportunity to withdraw your consent at any time, for images taken by confirming so in writing.

We have a legal obligation to process safeguarding related data about your child should we have concerns about their welfare. We also have a legal obligation to transfer records and certain information about your child to the school that your child will be attending (see *Transfer of Records* policy).

Who do we share your data with?

In order for us to deliver childcare services we will also share your data as required with the following categories of recipients:

- Ofsted – during an inspection or following a complaint about our service,
- banking services (as applicable),
- the Local Authority (where you claim up to 2-year funding/30 hours free childcare as applicable),
- the government's eligibility checker (as above),
- Tapestry online learning journal,
- the school that your child will be attending.

We will also share your data if:

- we are legally required to do so, for example, by law, by a court or the Charity Commission,
- to enforce or apply the terms and conditions of your contract with us,
- to protect your child and other children; for example, by sharing information with social care or the police,
- it is necessary to protect our rights, property, or safety.

- we transfer the management of the setting; in which case we may disclose your personal data to the prospective buyer so they may continue the service in the same way.

We will never share your data with any other organisation to use for their own purposes.

How do we protect your data?

We protect unauthorised access to your personal data and prevent it from being lost, accidentally destroyed, misused, or disclosed by:

- keeping all paperwork including admission forms and registration forms in locked cupboards and stored on laptops which are password protected.
- No staff members are allowed to take any children's files off the premises.
- Management laptops are taken home but are strongly protected by passwords.

How long do we retain your data?

We retain your child's personal data for up to 3 years after your child leaves the setting, or until the next Ofsted inspection after your child leaves our setting. Medication records and accident records are kept for longer according to legal requirements. Your child's learning and development records are maintained by us and transferred to you when your child leaves. Tapestry accounts are deleted 6 months after your child has left the pre-school.

In some instances (child protection, or other support service referrals) we are obliged to keep your data for longer if it is necessary to comply with legal requirements.

Your rights with respect to your data

You have the right to:

- request access, amend or correct your/your child's personal data
- request that we delete or stop processing your/your child's personal data, for example where the data is no longer necessary for the purposes of processing; and
- request that we transfer your, and your child's personal data to another person

If you wish to exercise any of these rights at any time or if you have any questions, comments or concerns about this privacy notice, or how we handle your data please contact us. If you continue to have concerns about the way your data is handled and remain dissatisfied after raising your concern with us, you have the right to complain to the Information Commissioner Office (ICO).

The ICO can be contacted at:

Information Commissioner's Office
Wycliffe House
Water Lane
Wilmslow
Cheshire, SK9 5AF or ico.org.uk/

Changes to this notice

We keep this notice under regular review. You will be notified of any changes where appropriate.

EVACUATION AND LOCKDOWN PROCEDURES

Evacuation

In the event of having to evacuate the pre-school, all children and staff will meet at our assembly point. This is located outside the main entrance on the caretaker's drive, next door. We will follow our evacuation process with registration and make sure all the children are safe and accounted for. Parents/carers will be contacted if we are unable to return to the village hall.

We have a second assembly location, (see below). This will only be used if we are unable to re-enter due to evacuating the building.

Park Lane Primary School (Junior site)
130 School Road
Tilehurst
Reading RG31 5BD
Tel: 0118 937 5515

- 1) Signal for evacuation will be 2 long whistle blows and the following actions will take place immediately.
- 2) On hearing the whistle, staff to lay out rings and instruct/guide the children to hold them.
- 3) Manager or deputy will carry out their duties, checking side rooms, the toilets and outside.
- 4) Staff to guide the children out through one of the fire exits. Staff members at the front, middle and back. Phone and register to be taken out by manager/deputy.
- 5) Manager/deputy to leave last to ensure the building is empty.
- 6) Once at assembly point, register and headcount to be taken.
- 7) Manager or deputy to call 999.

Lockdown

A lockdown may take place if there is a risk of threat to the children, staff, visitors or the property.

Where possible, the pre-school will act to ensure the safety of all the personnel in the setting in the following situations:

- In the event that an unauthorised person(s) considered dangerous, are on the pre-school grounds.

- Domestic breakdowns where estranged parties are attempting to abduct a child.
- Where personnel, volunteers, students, or staff within the setting become a threat to the well-being of others.
- In emergency situations within the environs of the setting where there is potential risk from spills or poisonous fumes.

We will follow the CLOSE procedure:

Close all windows, doors and curtains

Lock, all doors

Out of sight and minimise movement

Stay silent

Endure. Beware that you may be in lockdown for some time.

- 1) The signal for lockdown will be 1 long whistle blow and procedures will take effect immediately.
- 2) On hearing the whistle, the manager or deputy will call 999.
- 3) Staff will follow the CLOSE procedure.
- 4) Staff will instruct children to sit on the floor in the waiting room or safe area and keep them calm. The medical box, mobile phone and register to be brought in and headcount and register to be taken immediately.
- 5) Staff to ensure everyone remains out of sight and sits quietly and stays calm.
- 6) Remain in lockdown until given all clear.

Emergency Alerts

The Emergency Alert System is being rolled out by the government and will send alerts to mobile phones and tablets where there is a danger to life in the area you are located. The service will alert us about:

- Severe flooding
- Fires
- Extreme weather
- Public health emergencies

Should we receive an emergency alert we will follow the guidance given and contact parents where necessary to come and collect their child. More information about emergency alerts can be found at: [Emergency Alerts - GOV.UK \(www.gov.uk\)](https://www.gov.uk)