# Butterflies
# Pre-School Policies

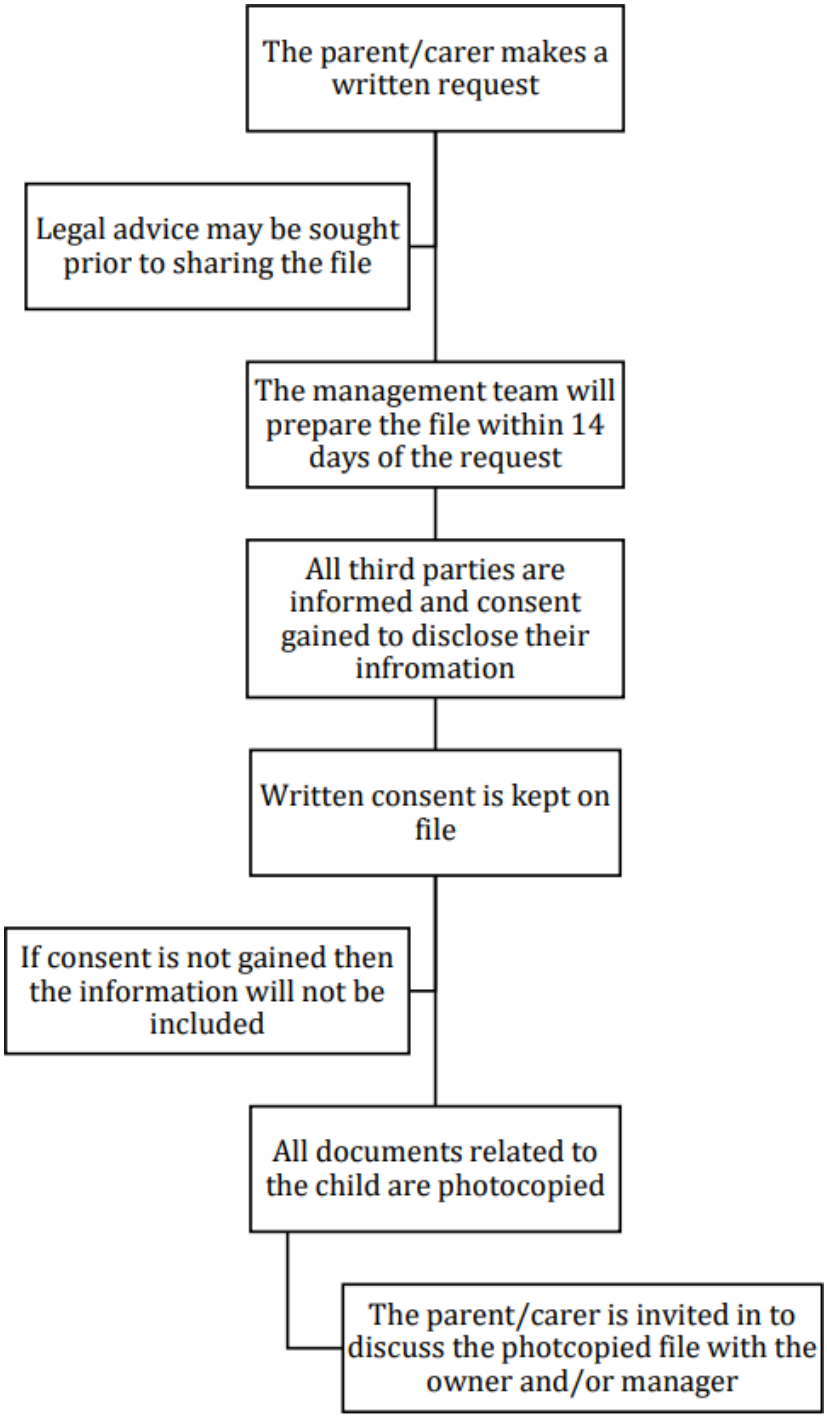
REVISED & IMPLIMENTED September 2026

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# Access to Records

Butterflies Pre-School only keeps necessary records to care for the child and support their learning. Parents can discuss their child's learning and development with staff at any time and the owner and manager are always available to discuss any concerns. If parents wish to see their child's full record the process below is used.



# Accidents & Incidents

**Aim**

The aim of this policy is to outline procedures to deal with any incident or accident related to the preschool in a calm, professional and methodical manner. The Accident and Incident policies and procedures support our Safeguarding and Child Protection policies. These polices also support our health and safety measure for everyone at the pre-school setting including : staff, children, visitors and volunteers.

**Tapestry**

Our main form of written communication with parents/carers is through the Tapestry system. Parents will gain access to a Tapestry account when their child begins at the Pre-School.

**Incidents and Accidents**

Where an incident or accident occurs within the pre-school premises, or during a preschool outing with will ensure that the necessary steps are taken to deal with the incident or accident while maintain the safety to the children as our primary priority. 'Incidents' include but are not limited to the following (each is covered in greater depth in this and related policies):

- Death of a child
- Fire at the pre-school premise;
- Break-in, burglary or theft of personal or the pre-school's property;
- Vandalism to the pre-school property or at the pre-school's premise;
- Violence or assault/attack to a member or staff or a child, parent/visitor or volunteer or the premise;
- Critical Incident – any short notice incident not fitting the above

We keep an incident book for recording incidents, and an accident book for recording accidents; including those that are reportable to the Health and Safety Officer. Under regulations we will report any incidents resulting in injury, or any dangerous occurrences which could have resulted in injury or fatality, or any other dangerous occurrence as fits the definition of an 'incident'.

Our incident book will record the incident circumstances and description, the time and date of the incident, the names of persons involved and signatures of those involved/present.

**Dealing with an Accident**

All accidents on the premises are recorded in the accident book. The accident book is kept in a safe readily accessible location and all staff has been trained in how to complete the book and how to access it.

A first aid trained member of staff is on duty at the premises at all times. Minor accidents (E.g. grazed knee) to children are reported to parents in writing when parents/carers collect their child - this details what happened and any treatment administered.

During Forest School/Nature School off site activities there is always a first aid trained member of staff present. Accident Reports are completed off site and brought back to the Pre School.

# Accidents & Incidents

The Accident Report forms contain the following information:

- Child's full name,
- Date and time of accident/incident,
- Place where the accident/incident took place,
- Description of the injury,
- Treatment given,
- Staff members signature and date,
- Parent/carers signature and date.

Butterflies Pre-School ensures all members of staff are Paediatric First Aid Trained. New members of staff complete their Paediatric First Aid in the time frame outlined by the manager. The names of the qualified First Aiders are displayed on the First Aid sign in the Boot Room.

Members of staff renew their First Aid training every 3 years.

**Our First Aid kits:**

Comply with the Health and Safety (First Aid) Regulations 1981 (revised 2013);

- Are regularly checked by a designated member of staff and re-stocked as necessary;
- Are easily accessible to adults;
- Are kept out of the reach of children
- A First Aid kit is taken on all Adventure Walks off site and one always remains on site.

In the event that a child, or member of staff, visitor or volunteer become injured at the preschool the following steps will be taken:

- The group leader will assess the injury and act decisively to either treat or call for medical help and will quickly ensure the safety and wellbeing of the children and other persons is maintained;
- If an injury has been sustained but it is deemed to be relatively minor and readily treatable a First Aid trained member of staff will administer treatment as appropriate;
- If an injury has been sustained that is more serious and requires medical help the group leader will call first for medical help and then, if a child has sustained the injury, will call the parents of the child;
- The group leader will ensure that the children in the pre-school care continue to be cared for and will if necessary call for additional staff to help.
- The group leader will ensure that the injured person is kept comfortable as directed by medical advice until the emergency services arrive;
- Should an injured child be taken to hospital a member of staff will accompany the child if the parents have not yet arrived at the pre-school – this may or may not be the group leader.
- The group leader will ensure that any and all accidents are recorded in the accident book ensure that the date, time and circumstances are clearly recorded;
- The group leader will inform the manager and agree responsibility for reporting to authorities (Ofsted);
- Ofsted will be noticed within 14 days of any accident/injury to a child, parent, staff member or volunteer requiring treatment by a GP Doctor or hospital Doctor

Likewise the Health and Safety Executive in compliance with RIDDOR (the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations).

**Death of a child, member of staff, volunteer or parent**

In the event of a death at the pre-school the group leader will ensure that the following steps are taken:

- The police are immediately informed
- The parent/career is informed
- The other children at the preschool are appropriately looked after and kept calm
- Parents will be called to collect children before normal closing time
- Additional staff will be called in to help look after children if necessary
- The time, date and circumstances are recorded in detail in the incident book
- Ofsted are informed as soon as possible
- The Health and Safety Executive will be informed in compliance with regulations (The RIDDOR)

**Reporting of Incidents not related to the Pre-School**

Should a child suffer an injury when not in the care of the pre-school, we request that parents inform the Group Leader of any such incident so we may ensure we safeguard the child appropriately. For example, a child may have taken a fall and hit their head that morning before leaving home with no apparent harm caused but may subsequently suffer symptoms of concussion. Informing us of the injury can help us to keep an eye out for delayed symptoms.

Any incident reported will be logged in the At Home Accident Report book, detailing the nature of the incident, time and date, and signed by the Group Leader.

**Fire on the Premises**

In the event of a fire at the pre-school the Fire Safety and Emergency Evacuation will be followed. The Fire Drill procedure is clearly displayed in the pre-school and all staff are familiar with the procedure.

**Break-in, burglary or theft of personal or the pre-school's property**

The pre-school operates within a locked building which cannot be accessed without a key. Staff will ensure that at the end of each day the premises is securely locked checking all windows, the kitchen door and the front door on leaving In the event of a burglary or theft the police will be informed immediately. The Group Leader will record the following in the incident book:

- Description of the item(s) stolen, time, date and circumstances providing as much detail as possible together with any details of a police visit to the premises;
- A crime number will be given by the police and recorded
- Management will give details for the insurance company to be contacted.

**Vandalism to pre-school property or at the pre-school premises**

Incidents of vandalism that occur to the building and premises will be recorded in the incident book, detailing the time discovered and nature of the vandalism. This will then be relayed to the premises owner to resolve and report to the police as necessary.

In the event that vandalism occurs to pre-school property the following steps will be taken:

- The Group Leader records the details of the incident, noting the time, date and nature of the vandalism;
- The management will be informed immediately and will come to view the damage as soon as possible;
- The Group Leader will contact the police to report the incident. The crime number will be noted in the incident book;
- The Group Leader will assess the safety of the children as a result of the vandalism and will

make a decision to either continue the session or close part of the premises for repairs, ensuring that the children are kept safe and isolated from any unsafe areas.
- The Group Leader will take photographs of the vandalism;
- The Group Leader will contact the insurance company to pursue any claims as necessary

**Violence or assault/attack to a child, member of staff, parent/visitor or volunteer on the premises**

If a person or child is physically attacked an offence will have been committed. The degree of injury will reflect whether the incident is a common assault (which does not involve cuts or bruises or fractures) or an assault occasioning actual bodily harm (cuts requiring medical treatment, fractures, temporary loss of sensory functions).

In the event of violence or assault the management committee, Ofsted and the police must be informed.

- The incident will be recorded in the Incident Book, detailing the time, date and what happened, who was involved and the circumstances. This should be signed by all persons involved. Note: if a child has been injured the procedures in the Safeguarding Children Policy must also be followed and the local safeguarding children board must be notified.
- If an injury has been sustained the required medical treatment beyond the of First Aid an ambulance will be called – dial 999
- The safety of the children will be secured with children appropriately looked after, moved to a safe part of the building and kept calm. If necessary parents may be called in to take their children home early.
- The Group Leader will contact the police to report the incident and will record the crime number in the incident book.
- If appropriate First Aid will be administer by the registered First Aider
- The management will be informed as soon as possible
- In the event that abusive behaviour is displayed it is advisable for another member of staff to witness the incident. The exact times and nature of abuse should be recorded in the incident book and reported to the police.

**What to do in the event of a Critical Incident**

In the event of a critical incident i.e. closure of the premises due to adverse weather conditions, eating failure, flood or closure due to nearby road or severe traffic jam the following procedures will be followed:

- The safety and well-being of the children will be of paramount important
- In the even that we need to evacuate the building the Fire and Emergency Evacuation procedures will be followed (see separate policy)
- In the event of a Lock Down the Lock Down procedure will be followed (see separate policy)
- A message will be sent to all parents on Tapestry
- As many staff members as possible stay with the children for as long as necessary. No child will be left without a member of staff. In the event of a critical incident if your child cannot be collected and staff members need to return to their homes the child will accompany a senior member of staff home. A message will be left for the parents and police/and or social service will be informed of the staff member's address and the name of the child.

If Butterflies Pre-School needs to close all efforts will be made to inform parents before the pre-school is next do to open, this will be done on Tapestry.

# Accidents & Incidents

Useful Resources
www.hse.gov.uk/riddor - A guide to reporting injuries to employees.
www.ofsted.gov.uk, Tel: 0300 123 1231, Piccadilly Gate, Store Street, Manchester, M1 2WD.

This policy was adopted in April 2025, to be reviewed April 2026
Signed by Owner _____ Manager _____

# Admissions

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

- We advertise our service widely in the local community.
- We reflect the diversity of our society in our publicity and promotional materials.
- We ensure that information about our pre-school is accessible - in written and spoken form - and, where appropriate and if necessary, in different languages.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, based on colour, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker.

- We monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.

- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.

- We develop an action plan to ensure that people with disabilities can participate successfully in the service offered by the setting and in the curriculum offered.

- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We describe our pre-school and its practices in terms which make it clear that it welcomes fathers and mothers, other relations and carers, including childminders.
- We describe our pre-school and its practices in terms of how it treats individuals, regardless of their gender, special educational needs, disabilities, background, religion, ethnicity or competency in spoken English.
- We describe our pre-school and its practices in terms of how it enables children with disabilities to take part in the life of the pre-school.
- We have a robust Valuing Diversity and Promoting Inclusion and Equality Policy which staff promote to potential new children and their families.
- We are flexible about attendance patterns to accommodate the needs of individual children and families.

# Allergies

**Level 2 Food Hygiene and Safety for Catering: Alice Irwin, Kimberly Forster, Tina Philips, Alice Smiles**

**Allergy Training: Kimberly Forster, Amy Nicholls, Jeni Utting, Alice Irwin**

At Butterflies Pre School the safety of our children is at the forefront of all our policies. We ask all new parents/carers to complete an intake form which includes a section on allergies. If your child has any allergies or sensitivities to food, medication, personal hygiene products etc. It is essential that you complete the a health care plan to advice staff of the following:

- Which food(s) or product(s) the child is allergic to;
- The severity of the allergy/intolerance;
- The symptoms;
- Treatment/Medication (please include any care plans, relevant doctors' information or Allergy Treatment Plans);
- Any relevant medication is provided
- Doctors' details are kept up to date

Please see our administering medicines policy for any medication provided.

***It is essential that parents/carers keep Butterflies Pre School up to date if any of the information provided changes, for example if a child is being reintroduced to an allergen (Egg/Milk Ladder etc.).***

Please speak to your doctor or Health Visitor for relevant advice and information on introducing the 14 major allergens when weaning.

Additional useful information can be found at:
https://www.allergyuk.org/
https://www.nhs.uk/conditions/baby/weaning-and-feeding/food-allergies-in-babies-and-young-children/

**Within the Setting**
All staff are aware of which pupils have allergies and the treatment plans. Specialist training/advice is given to staff in the administration of medication if relevant. Butterflies Pre School does not have an epinephrine auto-injector (EpiPen).

All staff are First Aid trained.

At all times the administration of medication must be compliant with the Welfare Requirement of The Early Years Foundation Stage and follow procedures based on advice given in Managing Medicines in Schools and Early Years Settings (DfES 2005).

A list of all pupils with Allergies/Sensitivities and Medical needs is located on the display board in the main hall by the snack table. These are not displayed in the kitchen due to the shared nature of the building but they are consulted before each child is given snack and ingredients are checked to avoid those which may cause a reaction. Lunches are checked for nuts and well as choking hazards. Should items from packed lunches require modifications, such as cutting of chocking hazards this is done in the kitchen following all food hygiene and allergy protocols.
The 14 major food allergens are displayed in the snack area.

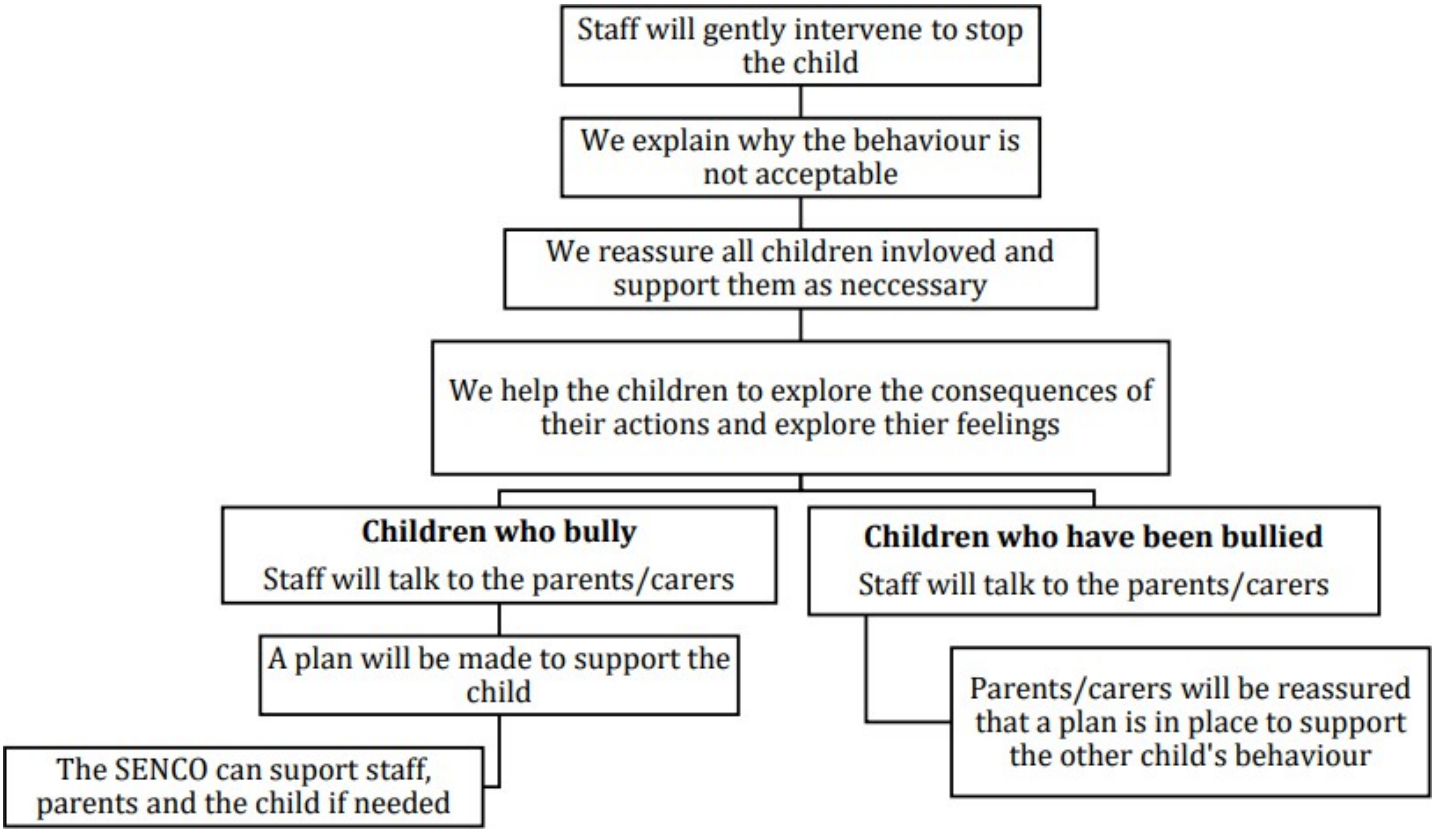
**Nut Policy**
Butterflies Pre School is a Nut Free School. We do have pupils on roll that have nut allergies and we ask all families to comply with this policy. Lunches are check daily and products containing nuts will be removed and stored safely/disposed of.

**Severe Food Allergies**
In the event that a pupil on roll has a severe and life threatening allergy Butterflies Pre School may immediately enforce a zero tolerance policy towards that food/product. Please speak with a member of staff if you have any questions or concerns.

**New Medication**
It is strongly advised that if a child has not had a medication before they are kept home for the first 48 hours to ensure there are no adverse effects and to give the medication time to take effect. All pupils on antibiotics are to stay home for the first 24 hours even if they have had the medication before. Please see Administering Medicine and Illness policies.

This policy was adopted in April 2025 to be reviewed annually.
Reviewed: Revisions and adaptations September 2026

usually occurs in children over 5, but all staff are aware that this behaviour may occur in the children at Butterflies Pre-School. We are aware that bullying may occur for many different reasons, such as; race, religion, sex, gender, sexual orientation (homophobic, transphobic and biphobic bullying) and economic factors. See the Staff Behaviour Policy for information on how we manage bullying behaviour in our staff. The process below will be followed in the event of a child exhibiting bullying behaviours persistently:




**Cyber-bullying**

Butterflies Pre-School has an E-Safety policy. Staff are also reminded of the need to protect themselves, and their families, from the potential threat of cyber-bullying.

Children do not have access to the internet when at Butterflies Pre-School, if this changes, the policy will be updated accordingly.

# Children's Attendance

Butterflies Pre-School has a duty to monitor each child's attendance. It is not a legal requirement for children to attend a setting, but all children who attend the setting are under our care. Therefore, we have a duty to safeguard them.

**Parents/carers** are asked to please notify staff of any expected or unexpected absence by phone/text message or email. Expected absences such as holiday dates can be given verbally to any member of staff.

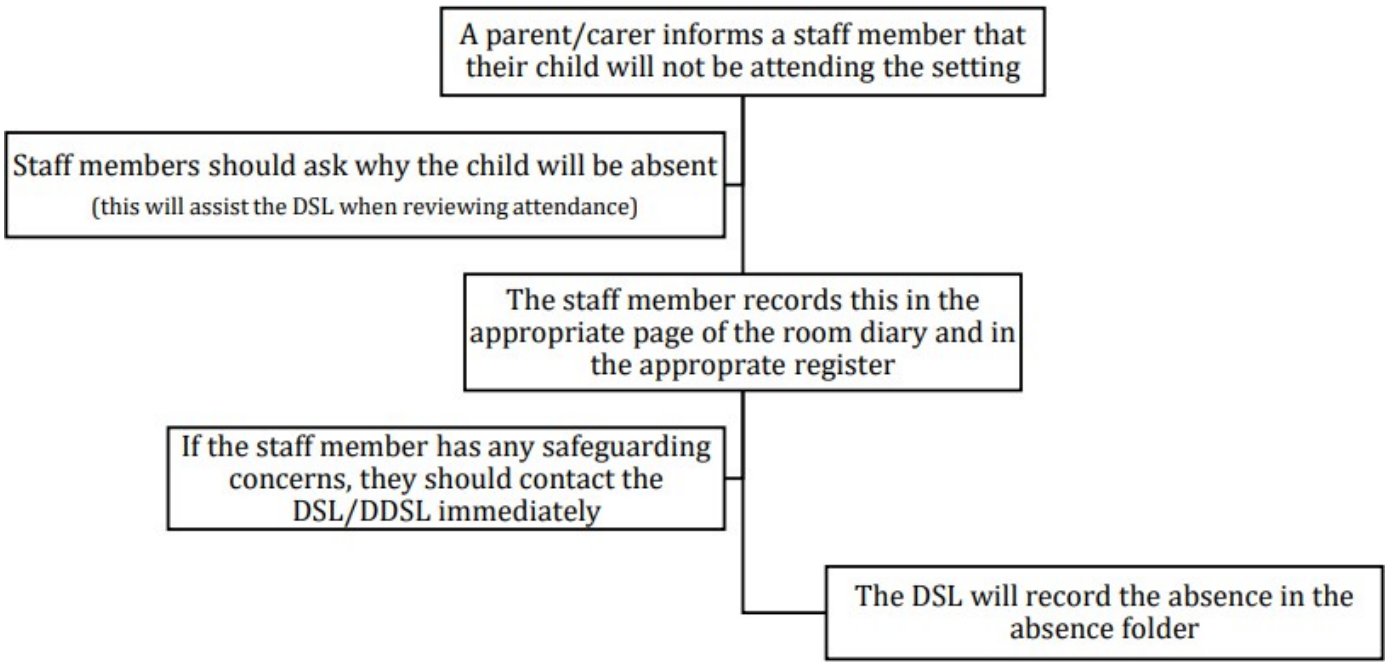
The Designated Safeguarding Lead (DSL) reviews attendance weekly to look for patterns and unusual absences.

**Fees and Funding**

- Fees remain payable during periods of absence
- The local Council must be notified where children in receipt of Early Years Free Entitlement are absent for more than two weeks in a term

**The following procedure will be used when a child does not attend the setting.**

**Expected Absence**



# Children's Attendance

**Unexpected Absence**

The following procedures will be followed should a child not attend an expected session.

- The child is marked as absent in the register
- The owner/manager is informed if no message is received by the middle of the session.
- **Safeguarding:** if at any stage we have concerns regarding a child's safety/security we reserve the right to contact social services
- The owner/manager will contact the parent/carers on their given numbers **during the missed session.**
- Professional judgement will be used when determining if a period of absence should be considered prolonged.
- Should a child be absent without notification for a prolonged period or attempts to reach the parents are unsuccessful, emergency contacts will also be called.
- Butterflies Pre School will consider trends and patterns in a child's absence and their personal circumstances.
- The vulnerability of a child, their parents/carers' vulnerability and their home life situation will be considered.
- Any concerns will be referred to local children's social services and/or the police if a welfare check is requested
- Parents/carers will be reminded of this policy after a child returns from an unnotified absence.

# Behaviour Management

**Statement of intent**

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

Is policy is written in accordance with:

Restrictive interventions, including use of reasonable force, in schools: 1 April 2026 Update Use of reasonable force and other restrictive interventions guidance

KSIE: 1 September 2026 Update

**Aim**

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

**Method**

At Butterflies Pre-School we use books to help illustrate our expected behaviours in a child friendly way.
The following books are taught at the start of each academic year and are referenced daily when aiding pupils to name feelings, care for others and follow rules.
**The Colour Monster by Anna Llenas**
**Have You Filled Your Bucket Today: A Guide to Daily Happiness For Kids by Carol McCloud**

We will meet the aims outline above through the following procedures:

- The play leader has overall responsibility for behaviour management issues and is required to:
- Keep up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.
- Check that all staff have relevant in-service training on promoting positive behaviour.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of the setting.
- We require all staff, **volunteers and students to provide a positive model of behaviour by treating children, parents** and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with our behaviour management policy.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

We aim to use positive pro-active strategies to promote positive behaviour in children, and set these strategies within our programme for personal, social and emotional development.

These include:

- Using our Colour Monster and Have You Filled Your Bucket books, resources and phrasing. They are referred to regularly as part of the curriculum and when an incident has occurred.
- The issues are discussed with the children, emphasising the reasons why some behaviour is not acceptable and the type of positive behaviour that we want to encourage.
- supporting each child in developing self-esteem, confidence and feelings of competence
- supporting each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- acknowledging considerate behaviour such as kindness and willingness to share
- acknowledging children's considerate behaviour towards another who is hurt or upset

- providing activities and games that encourage co-operation and working together
- ensuring that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns
- avoiding creating situations in which children receive adult attention only in return for inconsiderate behaviour.

**We do not:**

- send children out of the room by themselves or promote 'Time Out' techniques for the children.
- use or threaten to use physical or corporal punishment, such as smacking or shaking and, so far as it is reasonably practicable, shall ensure that corporal punishment is not given to any child by any person who cares for, or who is in regular contact with children. A person shall not be taken to have given corporal punishment if the action was taken for reasons that include averting an immediate danger or personal injury to, or an immediate danger of death of, any person (including the child). Threaten corporal punishment, nor use or threaten any form of punishment which could have an adverse impact on the child's well-being.
- Use techniques intended to single out and humiliate individual children, such as ridicule or sarcasm.
- Use or threaten any form of punishment which could have an adverse impact on the child's well-being.
- Remove toys or activities that are the focus of a conflict as a 'punishment' or means of 'teaching children to share'.
- Use physical intervention to manage a child's behaviour unless it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child should be recorded and parents should be informed about it on the same day.
- Shout or raise our voices in a threatening way to children.

**Kinds of behaviours that require positive intervention**

We make a distinction between three kinds of behaviours that require support or intervention in order to achieve the considerate and socially acceptable behaviour that we expect of children according to their age and developmental maturity or whether they have any special educational need.

These behaviours are:

- Inconsiderate behaviour – This includes behaviours such as taking toys from another child, not waiting for a turn, pushing, being unco-operative, disrupting a game, hitting out against another. They are characterised by developmental immaturity whereby children are not at the stage where they can manage frustration or anger themselves, they may not have the language to express themselves or may not understand and be able to keep to social rules. These behaviours are seen as mistakes that the child is making on the way to developing socially acceptable ways, particularly of dealing with conflict. We regard the child to be a learner of what is acceptable and in need of support, explanation, encouragement, positive modelling and guidance – just as in learning any other skill.

- Hurtful behaviour – We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying' even if the behaviour is worryingly aggressive. For most children under five, hurtful behaviour is momentary, spontaneous and often without consequence of the feelings of the person whom they have hurt. Some children may engage in hurtful behaviour because they are deeply unhappy, and they require support and care. However, hurtful behaviour has an impact for the child at the receiving end which is significant, and this is also taken into consideration when responding to incidents of hurtful behaviour.

- Bullying - We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. This is rarely the case for children under five.

# Bereavement

At Butterflies Pre-School we recognise that children and their families may experience grief and loss of close family members or friends or their family pets whilst with us in the pre-school. We understand that this is not only a difficult time for families, but it may also be a confusing time for young children, especially if they have little or no understanding of why their parents are upset and why this person/pet is no longer around.

We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and family preferences:

- We ask that if there is a loss of a family member or close friend that the parents inform a staff member as soon as they feel able to.

- This will enable us to support both the child and the family wherever we can and helps us to understand any potential changes in behaviour of a child who may be grieving themselves.

- The key person and/or the manager will talk with the family to ascertain what support is needed or wanted from the pre-school.

- This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation.

- The child may need extra support or one-to-one care during this difficult time. We will adapt our staffing arrangements so the child is fully supported by the most appropriate member of staff on duty, where possible, the child's key person.
- We will be as flexible as possible to adapt the sessions the child and family may need during this time.

We will adapt the above procedure as appropriate when a family pet dies to help the child to understand their loss and support their emotions through this time.

We also recognise that there may also be occasions when a member of staff is affected by bereavement. Below are some agencies that may be able to offer further support and counselling if this occurs.

**The Samaritans:** www.samaritans.co.uk 08457 909090
**Priory:** www.priorygroup.com 08452 PRIORY (08452 774679)
**Child Bereavement UK:** www.childbereavementuk.org
**Cruse Bereavement Care:** www.crusebereavementcare.org.uk 0844 477 9400
helpline@cruse.org.uk
**British Association of Counselling:** www.bacp.co.uk 01788 578328
**SANDS:** www.uk-sands.org

# Children's Rights and Entitlements

We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy, independence and self-confidence. We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults (including pre-school staff). We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children. At Butterflies Pre-School we promote these rights by creating an environment which encourages children to develop a positive self-image.

To be strong means to be:

- secure in their foremost attachment relationships where they are loved and cared for, by at least one person who can offer consistent, positive and unconditional regard and who can be relied on;
- safe and valued as individuals in their families and in relationships beyond the family, such as pre-school;
- self-assured and form a positive sense of themselves;
- included equally and belong in pre-school and in community life;
- confident in abilities and proud of their achievements;
- progressing optimally in all aspects of their development and learning;
- to be part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world;
- to participate and be able to represent themselves in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

To be resilient means to:

- be sure of their self-worth and dignity;
- be able to be assertive and state their needs effectively;
- be able to overcome difficulties and problems;
- be positive in their outlook on life;
- be able to cope with challenge and change;
- have a sense of justice towards self and others;
- develop a sense of responsibility towards self and others; and
- be able to represent themselves and others in key decision-making processes.

To be listened to means:

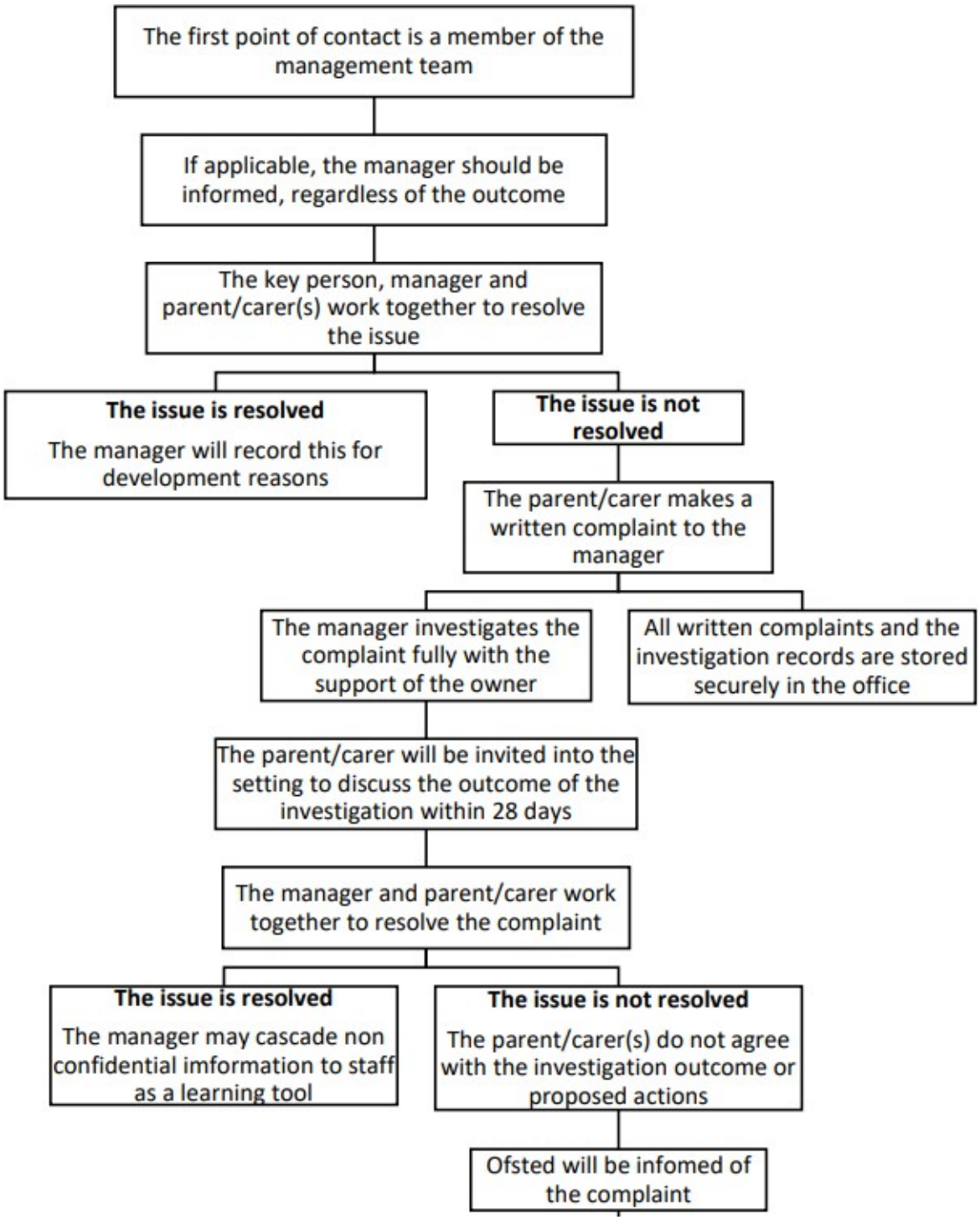
- adults who are close to children recognise their need and right to express and
- communicate their thoughts, feelings and ideas;
- adults who are close to children are able to tune in to their verbal, sign and body
- language in order to understand and interpret what is being expressed and
- communicated;
- adults who are close to children are able to respond appropriately and, when required,
- act upon their understanding of what children express and communicate;
- adults respect children's rights and facilitate children's participation and representation
- in imaginative and child centred ways in all aspects of core services.

# Children's Safety and Security

- We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the Data Barring Service prior to starting employment.
- All children are supervised by adults at all times.
  - Minimum ratios while on site are as below
    - Over 3s 1:8
    - Under 3s 1:5
    - Under 2s 1:3
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessments daily to ensure children are not made vulnerable within any part of our premises, nor by any activity.
  - Risk assessments are continually completed by staff throughout the day to maintain safety standards.
- Systems are in place for the safe arrival and departure of children.
  - A password system can be implemented if needed – this is documented on the registration form.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
  - A visitor's book is used by staff to record this information.
- Our systems prevent unauthorised access to our premises.
- All the outer doors have keypad locks or can be locked to prevent opening from the outside to prevent unauthorised access.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during sessions.

# Complaints

**How to make a complaint**




**The role of Ofsted**

- Parents may approach Ofsted directly at any stage of the complaints procedure.
- Where there seems to be a possible breach of the setting's registration requirement, it is essential to involve Ofsted.
- These details are displayed for the parents to see.
- In these cases, both the parent and the setting are informed and the setting manager works with Ofsted to ensure a proper investigation of the complaint, followed by appropriate action.

# Confidentiality

Confidential information is information that is not normally 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.' (Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

- 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.
- Confidential records are stored in a locked filing cabinet or on the office computer which is password protected.
- Parents have ready access to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs.
- Staff induction includes an awareness of the importance of confidentiality in the role of the key person and as part of the Pre-School staff.
- Staff, volunteers and students are aware that Pre-School information is confidential and only for use within the setting and to support the child's best interests with parental permission.
- We ensure staff, students and volunteers are aware of and follow our E-Safety policy in relation to confidentiality
- Ensuring issues concerning the employment of staff remain confidential to the people directly involved with making personnel decisions
- Any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a "need-to-know" basis.
- We inform parents when we need to record confidential information beyond the general personal information – for example with regard to any injuries, concerns or changes in relation to the child or the family.
- Personal information about children, families and staff is kept securely, whilst remaining as accessible as possible to necessary staff.
- Although we have CCTV that films the perimeter fences this is operated by Scouts and not Butterflies. For premises security only.

# E-Safety Policy (Including acceptable use policy)

The following policy was written with guidance from the Online Safety Act (2024)

Online safety

At Butterflies Pre-school we acknowledge the fact that many children have access to the internet via devices at home and will provide information to parents to support them in keeping their children safe online. https://www.internetmatters.org

**Pupil Access**

At present pupils do not have access to computers/tablets in the setting. If this changes the policy will be revised. There is an Interactive Educational Screen which is only accessed by staff who select and supervise materials being viewed.

Office computers

- All computers are password protected and have inactivity screensavers which require a password to be entered.
- It is the responsibility of the owner to ensure that the virus protection software installed is kept up to date.
- Only the management team are to access the school email account.
- Emails written to external organisations should be written carefully and confidentially.
- All office equipment is covered by the pre-school insurance

School Devices (iPads, laptops and computers)

- Any device that is accessed by children is only used with adult supervision.
- Use of the Interactive Educational Screen by children is monitored.
- The devices are the responsibility of the owner.
- It is the responsibility of the owner to ensure that virus protection software installed is kept up to date.
- The school devices will not be taken off the pre-school premises.
- Personal laptops/computers should not be used for viewing confidential information.
- No sensitive information relating to staff, children or parents is held on the class devices.
- When in the setting and not being used, the device is switched off and kept secure.
- Practitioners may not load software onto any device in the setting.
- Personal USB memory sticks are not to be used.
- School USB memory sticks are to be stored in the box in the manger's desk or owner's desk immediately after use.

USB sticks should not be stored in any other rooms.

USB memory sticks are not to be taken off the premises.

- Practitioners should not attemptto significantly alter the device settings without prior authorisation of the setting manager.
- The devices are covered by the pre-school insurance.

Staff use of internet

- There will be no personal use of the internet during the working day without the prior authorisation of the setting manager.
- Personal mobile phones and SMART watches not permitted for use in the setting.
- Staff will act on-line, at all times, as they would off-line in accordance with the pre-school code of conduct.

- Staff will not access sites that have been banned by the local Croydon Council, Ofsted or after the advice of the Police or other professional body.

- Staff are aware that they may be committing a criminal offence by accessing Internet sites that contain illegal material.
- Staff will report unpleasant material or messages relating to the pre-school that they receive.
- If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

Social Media

- Staff should ensure that they adopt suitably high security settings on any personal profiles they may have.
- Staff are aware that whilst at home and accessing social networking sites they must remain professional at all times and not make any reference to the pre-school, staff, children or parents.
- Staff must not post anything on to social networking sites, such as Facebook, blogs or online dating sites that could be construed to have any impact on the setting's reputation or relate to the pre-school or any children attending the pre-school in any way.
- Staff must not post anything on to social networking sites that could offend any other member of staff or parent using the pre-school.
- Staff must consider the long-term implications of any content published by them online, including videos and photographs specifically how it might ever have an adverse effect:

on their reputation as an individual working in an education setting
their ability to maintain good professional boundaries with parents and with children
on the reputation of the pre-school.

- Staff must use their professional judgement when requesting or accepting any social contact (including through social media). This means that they must:

not accept any request from parents for contact via any social media platform.
make a judgement about whether to maintain the connection in any cases where contacts were made before the child started at the setting.
Staff should discuss any decision to maintain such contact with the manager.

Mobile phones

- Butterflies Pre-School operates a no mobile phone policy.
- All staff mobile phones are to be turned off during school times and placed in a locked box or cupboard.
- There will be no personal use of mobile phone. Phones are to be store in a locked box or cupboard.

The school phone number should be provided as an emergency contact during school hours.

- The manager reserves the right to check the text and call logs, emails and image contents of a staff member's mobile phone if there should be cause for concern over the use of it.
- The owner, manager, deputy, and team leader may take their personal phones on outings. They are only for emergency use.

No other staff members will have access to phones during outings.

Cameras and photographs

- Only the pre-school cameras are to be used within the pre-school (unless during whole school activities, outings or visits and with the express agreement of all parents/carers).
- Written permission is gained from parents/carers on entry to the pre-school and prior to any photographs being taken of their child.
- Images should be deemed suitable without putting children in compromising positions which may cause embarrassment or distress.
- The cameras should never be taken into the toilets or areas where children are changing.

- Photographs are uploaded onto Tapestry and then are deleted.
- Photographs stored on Tapestry are kept securely.

- If photographs are to be used on the website, parents/carers will be asked for permission. Special permission will be asked if photographs showing a child's face will be used.

Cyber bullying

- The manager/deputy will support any staff member/student/volunteer who is the victim of cyber bullying.
- Staff will report any incidents of cyber bullying that they observe.
- Any staff member who is found to be a cyber bully will be disciplined as appropriate.

The Prevent Duty

Further details are located in the Safeguarding Policy

- We are aware that there is a risk that young people may become radicalised through the internet as extremist organisations use online media to spread their message. This can include videos and images and being approached in chat rooms as well as written word.
- The children in our setting do not have access to the internet on any school device.
- Children are taught briefly about being safe online in a way which is appropriate. • Parents are passed information about how to keep children safe online.
- We endeavour to prevent radicalisation by building on children's resilience by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.
- We are aware that children may use the internet at home and view inappropriate material.

- Throughout the curriculum and the pre-school day we promote British Values and allow children to explore different viewpoints

This policy was adopted in April 2025, to be reviewed April 2026
Signed by Owner _____ Manager _____

# Epidemic and Pandemic Policy

**Statement of Intent**

Butterflies Pre-school intend to use this policy to provide precautionary measures to minimise transmission risks of disease in the setting during an epidemic or pandemic. It also states ideas for continuity of business if allowed.

Legislation and leading authorities which have guided and influenced this policy are:
Coronavirus Act 2020, Health and Safety at Work Act (1974), Health and Safety Executive (HSE), Government Briefings, Public Health England (PHE) and World Health Organisation (WHO). Advice from but not limited to, The Secretary of State, The Chief Medical Officer, Local Authority (LA) and Department for Education (DfE). The policy also has regard to Ofsted and Early Years Foundation Stage (EYFS) guidance where appropriate.

• www.nhs.uk – what to do if you have or might have coronavirus (COVID-19).

• www.gov.uk – People with symptoms of a respiratory infection including COVID19, April 2022, updated June 2022.

**Aim of Policy**

This Policy defines and assists the operating arrangements in place within the pre-school that assures compliance to the Government and leading bodies requirements with relation to the outbreak of a pandemic such as Covid19. This information builds upon our current procedures for areas such as Safeguarding, Child Protection and Equality and Diversity, however new practices may emerge as the situation continues. The policy and considerations may evolve and be built upon as the situation deepens and new precautionary measures have been introduced and practices have been reflected upon.

**Method**

As early years providers we ensure to offer a continuum of very high standards of practice of childcare and education. The fundamental principles to be outlined in this policy are set out to ensure physical distancing is enabled and implement good hygiene practices as well as avoiding coming into contact with infected children and adults or anyone displaying symptoms. It states the protective measures put in place for children, parents and staff as best as possible to ensure the risk of transmission is reduced. We will continue to follow our other policies as long as they do not conflict with this policy and be guided by the EYFS as best as we can. The main areas we will be considering are:

- Minimising contact with individuals who are unwell
- Maintaining personal and respiratory hygiene (handwashing, catch it, kill it, bin it)
- Ensuring cleanliness of the environment (especially frequently touched surfaces)
- Minimising general contact and mixing (creating bubbles and limiting numbers)
- The use of Protective and Personal Equipment (PPE)
- Testing

**Focus/ Areas of Consideration / Recommendations**

**Children**

*Attendance*

- Only children who are symptom free or have completed the required isolation period should
- attend the setting.

- Providers may consider taking temperatures of children on arrival and risk assessing with
- regular health questionnaires for returning children Physical distancing/ grouping.
- Extremely vulnerable children should continue under government advice (to shield).
- Families who attend at least two settings should choose only one for the remainder of the
- term to ensure their 'bubble' remains small

*Physical Distancing/grouping*

- Children may be organised into small groups within the setting, this will also involve the
- outdoor area. Wherever possible these small groups or 'bubbles' should not mix during the
- day as best as possible. This is to minimise contact with others and mixing. Staff may
- exercise their own judgement during the day for the high standards of safety for all children.
- Children in small groups should have the same staff team caring for them wherever possible
- to limit the amount of people coming into contact with each other.
- Smaller amounts of children in the whole setting may be advised or preferable. As we
- usually run to capacity most days this could be achieved by, but not limited to:

- A temporary cap on the amount of children in the setting at anyone time.
- Changing children's hours to all mornings or all afternoons or 2 and a half days.
- Only allowing the older children or those moving to Primary school to attend.
- Grouping children to certain days, such as in groups of children moving to next school, this would help with transitions.
- Changing the preschool open hours to all children so the days are longer so the parents are able to work a longer day.
- Prioritising children such as those who are vulnerable, those with special educational needs, those from households where both parents work (or work full time)
- The take up on places may be small so there may be no need to change children's hours.

- Care routines including provision of meals, nappy changing and toileting should be within
- the space allocated to each 'bubble' wherever possible.
- The use of communal internal spaces should be restricted as much as possible and outdoor
- spaces should be utilised as much as possible and used by 'bubbles' in different areas during
- the day.
- A phased return may be best to ease their transition back into preschool if the preschool has
- been closed for quite a while or only open for critical workers.
- Sunscreen should be applied by the parents / carers before the child arrives at the
- preschool. T shirts covering shoulders and leggings would be preferable to minimise how
- much top up of sunscreen the preschool staff will do.

*Wellbeing and education*

- Children should be supported in age appropriate ways to understand the steps they can
- take to keep themselves safe including regular hand washing, coughing into an elbow, using
- a tissue and adopting a catch it, kill it, bin it regime.
- Children should be supported to understand the changes and challenges they may be
- encountering as a result of Covid-19 and staff need to ensure they are aware of children's
- attachments and their need for emotional support at this time.
- EYFS framework will continue to be delivered through play and adult led activities.
- Snack times will be provided in main large hall no back room useage. Children can ask for
- drinks throughout the day if they are thirsty, staff will monitor this, as no bottles left for
- children to help themselves any longer. Parents will be asked to ensure their child has had

- breakfast or lunch and a drink before they arrive.
- lunches (including drink) as normal will be provided by parents. Left at main doors with
- adult. Staff will wash any of our used resources in boiling water with washing liquid.

**Workforce**

*Attendance*

- Staff should only attend preschool if they are symptom free, have completed the required isolation period or achieved a negative test result. All staff and their household are eligible for testing if they display symptoms.
- Providers may consider taking temperature of staff on arrival and risk assessing with regular health questionnaires for returning staff.
- Consideration should be given to limiting the number of staff in the preschool at any one time to only those required to care for the expected occupancy levels on any given day
- Staff hours, days they work and length of day may change in order to meet childcare demands and considerations within this policy.

*Physical distancing/ grouping /safety*

- Staff will complete a risk assessment before opening to address any risks from the virus, ensure sensible measures are in place to control risks.
- Staff to be informed of measures in place and sign a disclaimer to state they have read and understood the preschool policies and procedures.
- Wherever possible staff should remain with the small group of children, the 'bubble' of children who they are allocated to and not come into contact with other groups. We will encourage this in their friendship groups as very hard to police in open hall.
- Emergency revisions to the EYFS may have been implemented which provides some flexibility on ratios and qualifications to make this feasible.
- Staff have been advised by the government not to wear PPE such as facemasks during their day, but should continue to wear PPE at the usual times such as intimate care and wear disposable gloves and apron if completing one to one care and if supporting an ill child a face mask and visor should also be worn if a 2 meter distance cannot be maintained.
- After dealing with an ill child who displayed symptoms the staff member should continue to wear PPE and clean the affected area with disinfectant.
- All PPE should be removed and disposed of following current government guidelines, the staff member should wash their hands for at least 20 seconds.
- The staff member who supported the unwell child does not need to go home unless they are developing symptoms themselves.
- Social distancing must be maintained during breaks. This may be achieved through a range of strategies including the staggering of breaks and subdivision of spaces allocated to team breaks where possible.
- Staff may be required to be in charge of areas including the outdoors to minimise their contact with surfaces etc. This includes potentially working from one particular table if table top toys are available. Staff will be responsible to ensure appropriate cleaning takes place and enough ventilation is in the room such as opening windows. If doors are open ensure the safety of the children is maintained.
- Staff members should avoid physical contact with each other including handshakes, hugs etc.
- Staff to wear fresh, clean clothes for each session.
- Advise staff to remove their work clothes before the enter their home and take a shower immediately to remove any germs they may have picked up.

*Training*

- Where possible, meetings and training sessions should be conducted through virtual conferencing.
- All staff members must receive appropriate instruction and training in infection control and the standard operating procedure and risk assessments within which they will be operating.
- Online training may be available to allow their training levels to be maintained if appropriate.

**Parents**

*Physical distancing*

- Only parents who are symptom free and or have completed the required isolation periods will be able to drop off or collect their child.
- Aim to minimise the 'pinch points' during the day and limit drop off and pick up to one parent per family.
- Stagger the drop off and collection timings where possible will avoid a queue of families waiting to enter preschool.
- Arrange drop off and pick up at the preschool entrance to avoid parents entering the preschool unnecessarily.
- When parents are waiting to drop off or collect their child, physical distancing should be maintained in a safe area sticking to government social distancing policies.
- Consider allowing some parents to enter the preschool for the purpose of a settling in session if not doing so would cause a child distress, this could take place in the outdoor environment. The provider should consider measures to minimise contact between the parent and other children and staff members.
- If the child is too distressed perhaps a delayed start to their preschool entry may be preferred or half hour settling in sessions without their parent.

*Communications*

- Parents should receive clear communication regarding the role they play in the safe operating procedure and all measures being taken to ensure the safety of their children and themselves.
- Parents should inform preschool of their circumstances and if they plan to keep their child away, this helps preschool to conform to our safeguarding policy.
- Parents may be needed to support the running of the preschool by providing extra resources and consumables the preschool may not be able to source or afford such as cleaning wipes or products, tissues, toilet rolls etc. This is to ensure the safe running of the preschool is not hindered by lack of equipment and resources.

**Visitors**

- Attendance to the setting should be restricted to only children and staff as far as practically possible and visitors should not be permitted to the preschool unless essential (e.g. essential building maintenance).
- Where essential visits are required these should be made outside of the usual preschool operational hours where possible.
- As far as possible parents and carers should not enter the premises.

**Travel**

- Wherever possible staff and parents should travel to preschool alone, using their own transport or if possible walk.
- If public transport is necessary, current guidance on the use of public transport must be followed.
- Parents should be encouraged to ensure they do not leave travel accessories including buggies, car seats, scooters in the setting premises or grounds.
- Outings from the preschool into the local community should be restricted to ensure mixing with members of the general public does not happen.

**Hygiene and Health & Safety**

*Hand Washing*

- All children and staff must wash their hands upon arrival at the nursery for at least 20 seconds.
- Children and staff members should be encouraged to wash their hands frequently, this includes before and after eating food, after visiting the toilet or playing outdoors, after sneezing, blowing their nose or coughing into their hand and dealing with unwell people.
- Bodily fluid spills should follow the correct procedures as normal.

*Cleaning*

- An enhanced cleaning schedule must be implemented that includes furniture, surfaces and children's toys and equipment and all staff are responsible in their area of work.
- Communal area, touch points and hand washing facilities must be cleaned and sanitised regularly and cleaned thoroughly every night.
- A deep clean may be needed after a child has become ill in the area they were waiting.

*Waste disposal*

- All waste must be disposed of in a hygienic and safe manner following government guidelines.
- Tissues must be immediately disposed of and placed in a bin with a bag, lid and foot pedal.
- Bodily fluids must be double bagged and disposed of in a bin with a bag, lid and foot pedal.

*Laundry*

- All items within the setting requiring laundering must be washed in line with NHS laundry guidelines.
- Items such as towels, flannels and bedding must not be shared by children.

Risk assessment

- The setting and all activity should be risk assessed before opening or going ahead to address the risks from the virus and due consideration given to any adaptations to usual practice. Sensible measures should be put in place and policies and procedures followed.
- It is expected that would include, but not be limited, to the suspension of learning experiences involving materials which are not easily washable such as malleable materials (dough, clay) and the suspension of the sharing of food and utensils.
- Cut down on the available resources out in the preschool.
- Remove anything which cannot be easily wiped down or washed at the end of the day.
- Play food, play cutlery and crockery etc. should be removed or anything else which may be 'mouthed' by many children.
- Baking, food play and finger painting should be avoided.

*PPE*

- Government guidance is that PPE is not required for general use in early years settings to protect against COVID- 19 transmission.
- PPE should continue to be worn and disposed of as normal for nappy changing, one to one care and the administration of first aid.
- If a child shows symptoms, staff should wear a face mask, visor, disposable gloves and apron if a 2-meter distance cannot be maintained at all times. PPE should be disposed of following government guidelines

*Premises Building*

- Where premises have been temporarily closed during the lockdown period or where they may need to temporarily close during future lockdowns appropriate Health & Safety checks should be conducted prior to reopening.
- Keep windows open where possible to ensure good levels of ventilation. If doors are opened ensure the children safety is maintained with locked gates

*Resources*

- Children should not be permitted to bring items from home into the setting unless absolutely essential for their wellbeing. Anything that is brought in from home should remain in the child's bag on their peg.
- All resources required for play and learning experiences of children should be regularly washed and/or sterilized. Any resources which are difficult to clean should be removed.
- Equipment used by staff such as stationary, tablets etc. should be allocated to individual staff members where possible and cleaned regularly.

*Supplies Procurement & monitoring*

- The preschool should ensure an adequate supply of essential supplies and contingency plans such as additional suppliers are in place to minimise the impact of any shortages of supplies.
- The preschool will not be able to operate without essential supplies required for ensuring infection control.
- A monitoring system for the usage of PPE is essential to ensure that a supply of stock is available to all who require it as and when required to meet the operational needs of the setting. When stocks are low, other options may be considered, such as the use of washable tabards and facemasks. These items will be washed at a high temperature in accordance with relevant guidelines and separate to any other preschool washing.
- In case the supply of food is interrupted, procedures must be implemented to ensure the appropriate food alternatives are sourced and normal food safety and hygiene processes are followed.
- It may be preferable or the only option to have packed lunches which the children bring in.

*Responding to a suspected case*

- In the event of a child developing suspected coronavirus symptoms whilst attending the setting, they should be collected as soon as possible and isolate at home in line with the current NHS guidance.
- Whilst waiting for the child to be collected they should be isolated from others in a previously identified room or area. If possible, a window should be opened for ventilation.
- The staff member responsible for the child during this time should be a staff member from their 'bubble'. The provider may consider suitable PPE for this staff member such as the addition of face mask, visor disposable gloves and apron.

- The area should be thoroughly cleaned, immediately if the area cannot be left unvisited, and if the area can be left unvisited then cleaned after 72 hours.
- The person responsible for cleaning ideally should be the person dealing with the unwell child and should continue to wear their PPE. This should then be disposed of according to current government guidelines.
- In the event of a staff member developing suspected coronavirus symptoms whilst working at the nursery, they should return home immediately and isolate at home in line with the NHS guidance. They should also follow current testing advice for themselves and their household.

This policy will be reviewed annually by the setting manager/director, new government legislation and policies will be incorporated appropriately as and when required or informed.

This policy was adopted in April 2025, to be reviewed April 2026
Signed by Owner _____ Manager _____

# Equality & Diversity Policy

**Statement of intent**

Our preschool is committed to valuing diversity by providing equal opportunities and anti- discriminatory practice for all children and families.

**Aim**

We aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued;
- include and value the contribution of all families to our understanding of equality and diversity;

provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;

- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread which runs through all of the activities of the preschool.

**The legal framework for this policy is:**

- Race Relations Act 1976;
- Race Relations Amendment Act 2000;
- Sex Discrimination Act 1986;
- Children Act 1989;
- Special Educational Needs and Disability Act 2001

**Methods**

*Admissions*

- Our pre-school is open to all members of the community.
- We advertise our service widely
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible upon request or need from the community .
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child, or their family, or prevent entry to our preschool on basis of colour, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker.
- We do not discriminate against a child with a disability or refuse a child to enter our preschool because of any disability.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the preschool and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly racist insignia, distribution of racist material, 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 offered to all.
- We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary 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 Criminal Records Bureau. This ensures fairness in the selection process.

- All job descriptions include a commitment to equality and 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 practices which enable all children to flourish.

We review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.

**Curriculum**

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

**We do this by:**

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- Positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- helping children to understand that discriminatory behaviour and remarks are unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

**Valuing Diversity in Families**

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the preschool.
- We encourage parents/carers to take part in the life of the nursery and to contribute fully.
- We ask families to complete an All About Me form on their children and provide them with opportunities to share about their languages, culture and important holidays/festivals
- For families who have a first language other than English, we value the contribution their culture and language offer.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

**Food**

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, cultural approaches to snack times and eating and to respect the differences among them.

# Fire Safety and Emergency Evacuation

Appointed Fire Marshall(s): Alice Irwin & Kimberly Forster
Fire Safety Officer: Alice Irwin & Kimberly Forster
Health and Safety Officer: Alice Irwin & Kimberly Forster

**Key Information**
Butterflies Pre-School Address: Scout Hut, Parsons Pightle, Coulsdon Road, Coulsdon, Surrey, CR5 1EE
Pre-School telephone number: Hut Number: 01737 555608 **Mobile: 07429 099608**
What3words:ladder.cute.maps – These words can be given to the emergency services to find the Pre-School's site.

Emergency Number: call 999 from a landline, call 999 from a mobile phone.

Risk assessments are carried out daily by the owner, manager or deputy. They have received training in fire safety sufficient to be competent to carry out risk assessments.

- Fire exits are clearly marked, never obstructed and easily opened from the inside
- Fire exit signs are the green "running man" and are in place and clearly visible.
- The key for the Lodge emergency exit hands above the window on the right hand side of the door.
- Fire evacuation noticed are in every room, by the fire bell, in the office, in the boot room, **in the Lodge on the notice wall**. They say where the assembly point is – **The Car Park**
- Smoke detectors/alarms and the firefighting appliances conform to BSEN standards, are fitted in appropriate high-risk areas of the building and are checked as specified by the manufacturer
- All fire safety equipment is checked annually by a fire safety company and have monthly checks by the owner
- All electrical equipment is checked by a qualified electrician annually
- Any fault electrical equipment is immediately taken out of use
- Water and electrical items do not come into contact and staff do not touch electrical items with wet hands
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are clearly displace on the premises, explained to new members of staff, volunteers and parents and practiced regularly **at least once a term**
- Records are kept of fire drills and the servicing of fire safety equipment
- The fire drill record book must record the date and time of the drill, how long it took, whether there were problems that delayed evacuation and any further action taken to improve the drill procedure
- Where necessary we seek the advice of a competent person such as a Fire Safety Consultant

**Our evacuation procedure for practice drills includes:**

- Familiarising children with the sound of the fire alarm
- Children, staff, visitors and parents know where the fire exits are
- Leading the children from the building to the assembly point
- Taking the Emergency Bag/Box which includes:
- Register
- Pupil and staff emergency contact information
- Relevant medical information
- A basic first aid kit
- Mobile phones will be taken (access to Tapestry and key pupil information)

- Medication will be taken from the kitchen (in the event of a real emergency this will only be done if it is deemed safe to do so) Medication is stored in the clear box on the top of the shelving unit in the Lodge
- The register will be taken once the children are outside
- Monitoring how long it takes to get the children out safely
- Deciding who calls the emergency services and when; in the event of a real fire or emergency
- The manager or deputy will phone any staff off site on adventure walks with pupils to inform them of the incident and advice where it is appropriate to meet
- In the event of a real fire or emergency contacting parents is done once the evacuation is complete and emergency services have been contacted

**Procedures to be followed in the event of a fire/evacuation**

If the premises have to be evacuated a safe and clear procedure familiar to all staff must be adopted taking into account the following:

1. The register must always be kept in a designated place to allow for easy access
2. The emergency bag is well maintained and kept in a familiar and easy to access location
3. Practiced evacuation drills must be carried out at least once a term
4. All staff to be aware of the firefighting equipment and where it is located
5. **Safety of the children is First and Foremost**
6. The fire exits must be kept clear at all times

**In the event of Evacuation Being Necessary:**

**Keep calm**

A staff member will sound the bell. A loud voice will be used to inform all staff and children " Fire"/ "Evacuation", a member off staff will ensure that this is repeated outside for staff in the garden & Secret Garden " Fire"/ "Evacuation",

The manager or deputy inside the building will choose the safest exit to use (furthest away from the fire or danger) – Front Door or Boot Room Door

The lead member of staff in the Garden & Secret Garden will decide which gate is safest to exit from (furthers away from fire or danger)

Instruction are conveyed between the staff in a calm, loud and clear voice – "We are exiting from the front door"

Based on location in the room and safety, a member of staff collects the Emergency Bag, Registers and Medications and states clearly "I have the emergency bag" etc.

Staff will lead the children from the building and garden in a calm fashion.

Staff will safely and calmly lead students to the Assembly Point: Car Park

All but the deputy who is the Health and Safety Person will take children to the carpark. The Health and Safety person will check all areas and close doors and windows. A call will be placed to members of staff looking after children off site – for example on adventure walks, to advise as to a safe meeting location.

# Fire Safety and Emergency Evacuation

Areas to check:
Inside The HUT: Office, Toilets, Kitchen, Main Hall, Quiet Room, Boot Room
Inside The LODGE: main room, 2 toilets
Outside: Sand Pit, Main play area, Secret Garden, Play houses, grass area behind the Lodge
The deputy or Health and Safety person will join the main group in the Car Park

If the Assembly Point: The Car Park is deemed to be unsafe children will be moved further to safety

A head count will be taken and confirmed with the register that all staff and children are present.

Emergency Services/999 will be called

Missing Child/Adult: Search the immediate outside area, recall register and check visitors book
The deputy or Health and Safety person will inform emergency services immediately of the missing adult/child

Returning to the site: If Emergency Services or the Fire Marshall deem it safe and risk free the staff will lead students back to the site and all staff and pupils will be reregistered.

The Fire Marshall completes the Fire and Evacuation Evaluation form located in the Risk Assessment folder in the office and reviews Fire Risk Assessment if required.

The management will ensure that the insurance company are informed and any claims are made as necessary.
The management will ensure the premises are assessed for fitness to continue – both short and long term.
Croydon County Council will be informed of any changes to our ability to continue with our pre-school services and their advice will be sought.

This policy was reviewed in September 2025 to be reviewed annually.
Signed by Owner _____ Manager _____

# Food, Drink and Healthy Eating

This policy was written with guidance from:

- Food Standards Agency food.gov.uk
- NHS England
- EYSF Safeguarding 2025
- HACCP – Hazard Analysis and Critical Control Points
- Safer food, better business (SFBB) | Food Standards Agency
- Environmental Health Agency
- Statutory Framework for the Early Years Foundation Stage, 2024.
- Health Protection in Schools and other Childcare facilities, 2024.
- Food Safety and Hygiene Regulations, 2013.
- The Food Safety Act 1990.
- Food Standard Agency - Government guidance on Food Safety 2021.
- UK Health Security Agency (UKHSA).
- High Speed Training Level 2 Food Hygiene and Safety for Catering

**Aim:** To ensure food is stored and prepared safely to prevent illness and injury.

Staff at Butterflies Pre School ensure that food is prepared and stored safely and distributed appropriately to pupils. This includes an awareness of choking hazards, cross contamination and allergens. We work with families to ensure that pupils with allergens are always kept safe.

Food Hygiene Rating: Butterflies Pre School holds a **Very Good Level 5 food hygiene rating**
(9/2/2024 & 14/10/2025 Level 5 Croydon Food Hygiene Rating)

- Before a child starts to attend the pre-school, we find out from parents their children's dietary needs, including any allergies, intolerances or medical requirements and this is recorded on the registration form. Please see Allergies Policy for further details.
- We regularly consult with parents to ensure that our records are up-to-date.
- We display current information about individual children's dietary needs by the snack area, so that all staff and volunteers are fully informed about them. If a child has a severe allergy or reaction to food this is separately cascaded to all staff.
- If necessary, we will implement systems to ensure that children receive only snacks and drink which is consistent with their medical or dietary needs and their parents' wishes.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We have fresh drinking water constantly available for the children. We ask that parents provide a separate water bottle for their child to have with them during the day.
- For children who drink milk, we provide semi-skimmed milk.

  - Parent may provide an alternative if wanted, otherwise children will be offered water

- Funded parents are asked for a voluntary contribute for the purchase of items for snack time in all classes.

Choking Hazards

- All staff are Paediatric First Aid Trained and are aware of the signs of choking.
- We know that choking can be completely silent, which is why all children eat within sight and hearing of a member of staff.
- Children are to eat sitting down in an appropriately sized chair or highchair

- We check all packed lunches daily for allergens and choking hazards
- Food sharing is not permitted
- Grapes, sausages and other potential choking hazards are to be cut, advice is given to parents, and a visual display is in the boot room. If children have potential choking hazards that are uncut they are removed, cut appropriately and returned to the child's lunch. A note will go in the child's lunch box or on Tapestry reminding parents/careers of the policy.
- Should a child experience a choking incident that requires intervention details of where and how the child choked with be recorded and the parents/carer will be notified

**Packed lunches**

- Packed lunches are checked for allergens and choking hazards
- Food sharing is not permitted
- We encourage parents to ensure perishable items in packed lunches contain an ice pack to keep food cool in warm weather.
- We inform parents of our policy on healthy eating.
- We encourage parents to provide sandwiches with a healthy filling, fruit, and milk-based deserts such as yoghurt and fruit.
- We have a health eating pack lunch policy which parents are asked to follow.
- We do not have provision to re-heat foods, so parents are asked to not provide their child with foods which need heating.
- Staff always sit with the children to eat their lunch so that the mealtime is a social occasion.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We do not allow the children to swap foods in order to protect all children.

**Food hygiene**

Food Storage:

- Fruit and vegetables are stored separately from dried goods, such as crackers.
- Food is stored safely in cupboards or in a lockable food storage box. Food is checked each day before preparation to ensure that it has not 'gone off' or spoilt. Special consideration is paid to best before dates and use-by dates.
- Milk is stored in the refrigerator.
- Food is stored at the correct temperature and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould. The fridge temperature is checked and recorded daily.
- Packed lunches are stored in a cool place – special consideration is made during the hotter months and parents are encouraged to use cold packs in lunch boxes.

Food Preparation Safety:

- Food preparation areas are cleaned before and after use.
- The floors are hoovered/swept and cleaned with an antibacterial solution on a daily basis.
- Crockery and cutlery are washed in a removable washing up bowl whilst toys and craft items eg paintbrushes are washed in the sink.
- Staff carry out a daily check of the food preparation area.
- All staff are expected to assist in keeping the premises clean and hygienic on a daily basis.
- All foods for snack time are purchased from reliable suppliers.
- All surfaces are clean and non-porous.

- All utensils, crockery etc are cleaned and stored appropriately.
- Waste food is disposed of daily; bins are emptied when full. The compost bin is secured and emptied when required.
- The kitchen is fit with a stair gate to protect children.
- The kitchen is cleaned and disinfected daily.
- All kitchen utensils are cleaned and stored safely.
- All fruit and vegetables are washed thoroughly before being prepared. This is to reduce the risk of harmful bacteria.
- Chemicals are stored away from food in their labelled containers. All chemicals are kept securely in the cupboard under the sink. Counters and tables are sprayed with cleaners selected for safety. See COHSS forms for further information.

When children take part in cooking activities, they:

- are supervised at all times;
- are kept away from hot surfaces and hot water; and
- do not have unsupervised access to electrical equipment.

Personal hygiene:

- Staff follow safe handwashing procedures. These are displayed in kitchen and toilet areas.
- Pupils are supported with safe handwashing. All pupils wash hands before eating and after using the toilet.
- Hair: long hair should be tied back when preparing food.
- Staff will not prepared food if they are unwell or have open wounds.

**Allergies:**

Nut Policy

Butterflies Pre School is a Nut Free School. We do have pupils on roll that have nut allergies and we ask all families to comply with this policy. Lunches are check daily and products containing nuts will be removed and stored safely/disposed of.

**Severe Food Allergies:**

In the event that a pupil on roll has a severe and life threatening allergy Butterflies Pre School may immediately enforce a zero tolerance policy towards that food/product. Please speak with a member of staff if you have any questions or concerns.

The 14 major food allergens are displayed in the snack area.

**Reporting of Food Poisoning**

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

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

# Health and Safety General Standards

**Statement of intent**

Butterflies 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.

**Key Staff**

Manager: Jennifer Utting

Level 2 Food Hygiene and Safety for Catering: Alice Irwin, Kimberly Forster, Tina Philips, Alice Smiles

Allergy Training: Kimberly Forster, Amy Nicholls, Jeni Utting, Alice Irwin

This policy was written with guidance from:

• Statutory Framework for the Early Years Foundation Stage, 2024.

• Health Protection in Schools and other Childcare facilities, 2024.

• www.nhs.uk – what to do if you have or might have coronavirus (COVID-19).

• www.gov.uk – People with symptoms of a respiratory infection including COVID19, April 2022, updated June 2022.

- National Standards for Day Care

**Methods**

The members of staff responsible for health and safety are the Manager and Deputy. They are competent to carry out these responsibilities and have undertaken health and safety training and regularly update their knowledge and understanding. We display the necessary health and safety poster in the ENTRANCE (Boot Room).

**Risk assessment**

Our risk assessment process includes:

- Checking for hazards and risks indoors and outside, and in our activities and procedures. Our assessment covers adults and children;
- Deciding which areas need attention; and
- Developing an action plan which specifies the action required the timescales for action, the person responsible for the action and any funding required.

We maintain lists of health and safety issues which are checked:

- daily before the session begins;
- weekly; and
- Termly - when a full risk assessment is carried out.

**Insurance Cover**

We have public liability insurance and employers' liability insurance. The certificate is displayed in the ENTRANCE (Boot Room)

**Awareness raising**

- Health and safety issues are explained to the parents of new children so that they understand the part they play in the daily life of the pre-school.
- As necessary, health and safety training is included in the annual training plans of staff and health and safety is discussed regularly at staff meetings.
- We have a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

# Health and Safety General Standards

**Children's safety**

- Only persons who have been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau and are registered with Ofsted as child carers have unsupervised access to the children, including helping them with toileting.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.

**Security**

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

**Windows**

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

**Doors**

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

**Floors**

All surfaces are checked daily to ensure they are clean and not uneven or damaged.

**Kitchen**

- Children do not have unsupervised access to the kitchen.
- All surfaces are clean and non-porous.
- There are separate facilities for hand-washing and for washing up.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- When children take part in cooking activities, they: - Are supervised at all times; - are kept away from hot surfaces and hot water; and - do not have unsupervised access to electrical equipment.

**Electrical/gas equipment**

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

**Storage**

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

**Outdoor area**

- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants
- Our outdoor sand pit is covered when not in use.
- All outdoor activities are supervised at all times.

# Health and Safety General Standards

**Hygiene**

- We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the pre-school which includes play room, kitchen, rest area, toilets and nappy changing areas.
- We have a schedule for cleaning resources and equipment, dressing up clothes and furnishings. • The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We implement good hygiene practices by:
  - cleaning tables between activities;
  - checking toilets regularly;
  - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
  - providing sets of clean clothes;
  - providing tissues and wipes; and
  - Ensuring sole use of flannels and towels.

**Activities**

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the pre-school.
- The layout of play equipment allows adults and children to move safely and freely between activities.

- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials - including paint and glue - are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children who are sleeping are checked regularly.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

**Food and drink**

- Staffs that prepare and handle food receive appropriate training and understand - and comply with - food safety and hygiene regulations.
- All food and drink is stored appropriately.
- Adults do not place hot drinks within reach of children.
- Snack and lunch times are appropriately supervised and children do not walk about with food and drinks.
- Fresh drinking water is available to the children at all times.
- We operate systems to ensure that children do not have access to food/drinks to which they are allergic.

**Outings and visits**

We have agreed procedures for the safe conduct of outings.

- A risk assessment is carried out before an outing takes place.
- Parents always sign consent forms before major outings.
- Our adult to child ratio is high
- The children are appropriately supervised to ensure no child gets lost and that there is no unauthorised access to children.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
- For those children remaining at pre-school, the adult to child ratio conforms to the requirements of the National Standards for Day Care.

# Health and Safety General Standards

**Animals**

Animals visiting the pre-school are free from disease, safe to be with children and do not pose a health risk.

**Fire safety**

- Fire doors are clearly marked, never obstructed and easily opened from inside.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:

- explained to new members of staff, volunteers and parents;
- practised regularly at least once every term.

- Records are kept of fire drills and the servicing of fire safety equipment.

**First aid and medication**

**See further details in the Accident & Injury Policy and Medication Administration**

At least one member of staff with a current first aid training certificate is on the premises or on an outing at any one time. The first aid qualification includes first aid training for infants and young children. A list of First Aid trained staff is displayed in the boot room. **All members of staff are first aid trained.**

Our first aid kit:

- complies with the Health and Safety (First Aid) Regulations 1981;
- is regularly checked by a designated member of staff and re-stocked as necessary;
- is easily accessible to adults; and
- is kept out of the reach of children.

At the time of admission to the pre-school, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.

Our Accident Book:

- is kept safely and accessibly;
- all staff and volunteers know where it is kept and how to complete it; and
- is reviewed at least half termly to identify any potential or actual hazards.

Ofsted is notified of any injury requiring treatment by a General Practitioner or hospital, or the death of a child or adult. Any injury requiring General Practitioner or hospital treatment to a child, parent, volunteer or visitor is reported to the local office of the Health and Safety Executive.

We meet our legal requirements for the safety of our employees by complying with Regulations. We report to the local office of the Health and Safety Executive:

- any accident to a member of staff requiring treatment by a General Practitioner or hospital; and
- any dangerous occurrences (i.e. an event which does not cause an accident but could have done).

Children's prescribed drugs 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 administration is recorded accurately and parents sign the record book to acknowledge the administration of a medicine.
If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

**Sickness**

Our policy for the exclusion of ill or infectious children is discussed with parents. This includes procedures for contacting parents - or other authorised adults - if a child becomes ill at pre-school. Ofsted is notified of any infectious diseases which a qualified medical person considers notifiable.

# Health and Safety General Standards

**We follow the current NHS England guidelines. For reference staff use *Health Protection in Schools and Other Childcare Facilities: Nursery Resources* Updated March 2021**

**Tick Guidance**

Butterflies Pre-School carries out Adventure Walks in the surrounding areas of Farthing Downs and Happy Valley. These areas have been known to contain ticks.

Should we notice a tick on your child we will notify you and remove the tick immediately. Guidance will be sent out to parents each spring reminding them to look for ticks with links to NHS guidance.

**Safety of adults**

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own or leave on their own after dark.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues which need to be addressed.

**Records**

In accordance with the E arly Years Foundation Stage Statutory Framework EYFS, we keep records of:

- adults authorised to collect children from pre-school;
- the names, addresses and telephone numbers of emergency contacts in case of children's illness or accident;
- the allergies, dietary requirements and illnesses of individual children;
- the times of attendance of children, staff, volunteers and visitors;
- accidents; and incidents.

These comply with GDRP. A helpful resource: https://www.eyalliance.org.uk/early-years-settings-and-gdpr

In addition, the following policies and documentation in relation to health and safety are in place.

**National Standard 6: Safety**

- Risk assessment.
- Record of visitors.
- Fire safety procedures.
- Fire safety records and certificates.

**National Standard 7: Health**

- Administration of medication.
- Prior parental consent to administer medicine.
- Record of the administration of medicines.
- Accident record.
- Sick children.
- No smoking.

This policy was adopted in April 2025 to be reviewed annually.

Signed by Owner _____ Manager _____

# Information Sharing

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

- It is to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult; or
- By not sharing it could be worse than the outcome of having shared it.
- The decision should never be made as an individual, but with the back-up of management.

**The three critical criteria are:**

- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
- Where there is reasonable cause to believe that a child may be suffering, or at risk of suffering, significant harm.
- To prevent significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

Our procedure is based on the 7 golden rules for information sharing as set out in Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (Department for Education 2018).

1. **Remember that the General Data Protection Regulation is not a barrier to sharing information,** but provides a framework to ensure that personal information about living persons is shared appropriately.

2. **Be open and honest.** Explain to families how, when and why information will be shared about them and with whom. Seek consent to share information, unless it puts the child at risk or undermines a criminal investigation.

In our setting we ensure parents:

- Receive information about our information sharing policy when starting at setting and reassured that this will only when necessary.
- Have information about our Safeguarding/Child Protection Policy.
- Have information about the circumstances when information will be shared with external agencies.

3. **Seek advice** when there are doubts about possible significant harm to a child or others.

4. **Share with consent where appropriate.** Respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, know when it is reasonable to override their wish.

5. **Managers are conversant with this and are able to advise staff accordingly.**

In our setting we:

- Record concerns and discuss these with the setting's Designated Safeguarding Lead (DSL). Record decisions made and the reasons why information will be shared and to whom; and
- Follow the procedures for reporting concerns and record keeping.

6. **Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for, shared only with those who need to know and shared securely.**

- Our Safeguarding/Child Protection Policy and Record Keeping procedure set out how and where information should be recorded and what information should be shared with another agency when making a referral.

7. **Reasons for decisions to share information, or not, are recorded.**

- Provision for this is set out in our Record Keeping procedure

**Consent**

Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent may be overridden. We do this as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We cover this verbally when the child starts.
- Parents sign a form at registration to say they understand this.
- Parents are asked to give consent to share information about any additional needs their child may have, or to pass on child development summaries, to the next provider/school. This is discussed Butterflies Pre-School's SENCO.

**We consider the following questions when we need to share:**

- Is there legitimate purpose to sharing the information?
- Does the information enable the person to be identified?
- Is the information confidential?
- If the information is confidential, do you have consent to share?
- Is there a statutory duty or court order to share information?
- If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest to share information?
- If the decision is to share, are you sharing the right information in the right way?
- Have you properly recorded your decision?

# Key Person

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in our setting are as follows:

- We allocate a key person to each child before they start (see Settling In Policy).
- During the first week of term parents will receive a message from their child's key person on Tapestry
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person acts as the key contact for the parents and has links with other carers involved with the child such as a childminder and co-ordinates the sharing of appropriate information about the child's development with those carers.
- The key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our pre-school and at home.

- These may include the summative assessment at the end of each term and a formative assessment at the end of the academic year.
- Tapestry is used as our main form of written communication. Parent's will receive photos and messages regarding their child's development, wow moments and other experiences at the nursery

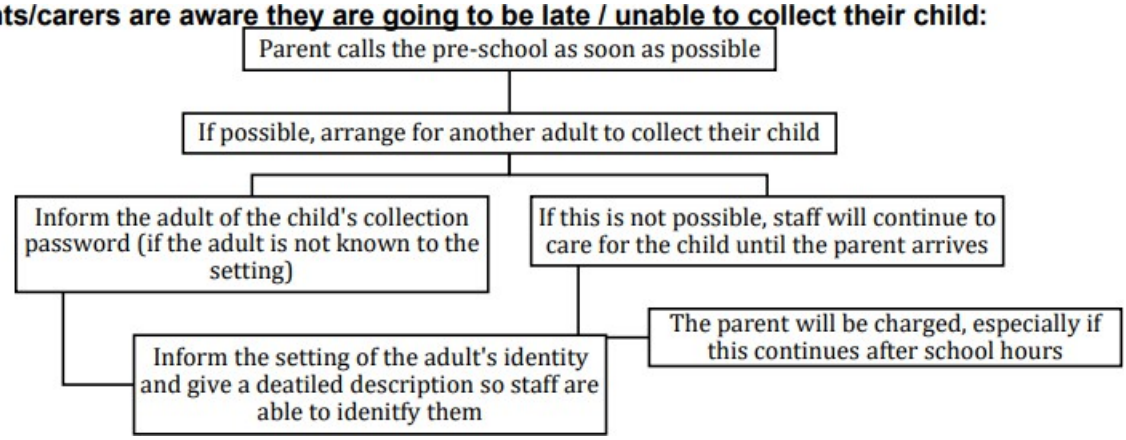
- The key person encourages positive relationships between children in his/her key group, spending time with them as a group each day.
- We promote the role of the key person as the child's primary carer in the pre-school and as the basis for establishing relationships with other staff and children.
- When the child changes settings, the key person is responsible for producing any necessary reports or records.

- In some cases the key person may be expected to attend the new setting for a handover of care. The manager will organise this.

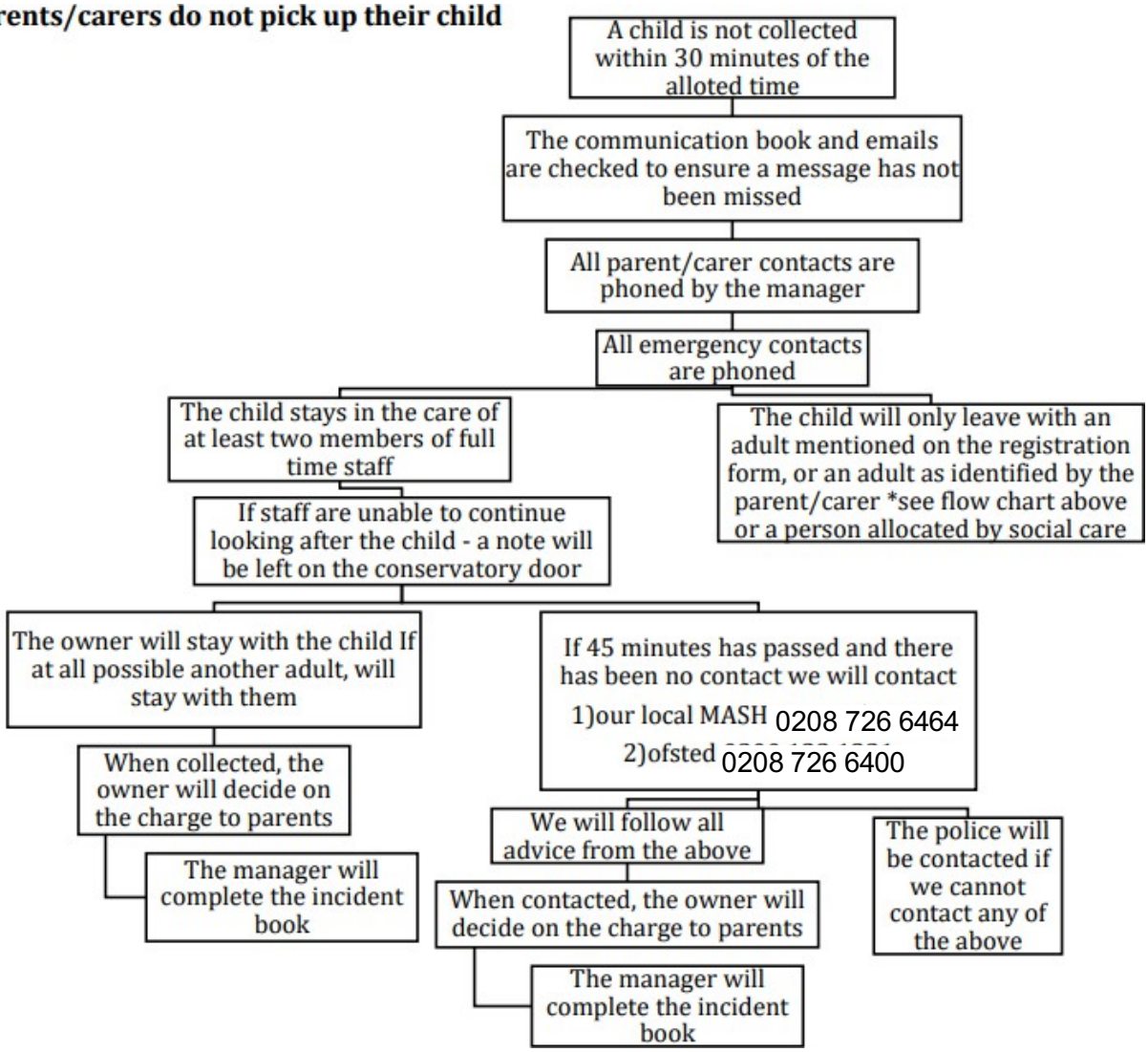
# Late Collection / Non Collection

- If parents/carers know that they will be late collecting a child they should let Pre-school staff know as soon as possible, indicating when they expect to arrive. Having this information can Help to prevent a child becoming distressed.
- If nobody arrives to collect a child and staff have not heard from the person due to collect, they will try to contact the alternative emergency contacts nominated by the parents. If staff have been unable to contact a parent or nominated carer within 4 5 minutes it will be necessary to contact Social Services to take advice and arrange for temporary care.
- A fine of £5 per 15 minutes after the first 15minutes will be levied to cover staffing cost.
- Parents carers who abuse this system will jeopardise their Childs place.

**Parents/carers are aware they are going to be late / unable to collect their child:**




**Parents/carers do not pick up their child**



# Lock Down Procedure

*Health and Safety Officer:*_____

Butterflies Pre-School Address: Scout Hut, Parsons Pightle, Coulsdon Road, Coulsdon, Surrey, CR5 1EE

Pre-School telephone number: Hut Number: 01737 555608 **Mobile: 07429 099608**

What3words:ladder.cute.maps – These words can be given to the emergency services to find the Pre-School's site.
Emergency Numbers: call 999

This policy has been written the support of: Policies & Procedures for the EYFS 2024 (Early Years Alliance 2024)

**Overview**

This guidance is for threats directly to the pre-school or if the pre-school is advised by the police to lock-down rather than evacuate.

The setting manager has assessed the likelihood of this happening based on the pre-school location. They are aware of the current terrorist alert level.

We follow any additional advice issued by the local authority.

Parents will be notified via Tapestry once the police deem it appropriate to do so.

**Lock Down Procedure**

In the event of a serious threat to the school or in the nearby vicinity the school will follow the procedure below:

- ANY member of staff who deems there to be a serious threat to the pre-school will raise the alarm. This is to be done using a loud clear voice and stating: Lock Down, Lock Down. This is intended to signal to staff.
- A staff member will also state: Safety Circle Inside Pupils are familiar with this phrase from adventure walks and respond promptly to it.
- Members of staff outside or in outbuildings will calmly move their children into the main pre-school building (The Hut). ALL children will be locked down in the main Hut.
- Children will be sat quietly in the hallway space near the kitchen/toilets
- The registers should be checked to ensure that all children are accounted for. The manager or deputy will take the register from the Lodge into the main hut.
- All doors and windows should be closed and locked. The manager or deputy is responsible for ensuring all doors are secure.
- The most senior team member will phone the police via 999.
- Afterward the phone line will be kept clear.
- All staff will keep calm and support the children. All pre-school staff will follow direct from the police. No staff member will attempt to communicate with any person posing a threat to the preschool.
- A call will be made to any staff members looking after children offsite – for example on Adventure Walks.
- Once the police and the manager agree that the Pre-school is safe all parents will be informed of the situation
- Support will be offered to all staff and children, if necessary, after such an event

# Looked After Children

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority.

**Principles**

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others.
- We offer places to one and two-year-old children who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and has formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks. Special exceptions may be made for children being fostered with pupils already at the nursery
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

**At Butterflies Pre-School:**

- The designated person for looked after children is Designated Safeguarding Lead (DSL)
- The DSL ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The DSL and the key person liaise with agencies, professionals and practitioners involved with the child and his/her family and ensures appropriate information is gained and shared.
- The setting recognises the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The settling-in process for the child is agreed. It should be the same as for any other child, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a relationship with his or her key person sufficient to act as a 'secure base' to allow the gradual separation from the foster carer.

- This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.

- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.

- Concerns about the child will be noted on a concern sheet, passed to the DSL and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.

- Transition to school will be handled sensitively and the DSL and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the child's social worker.

# Manual Handling

Butterflies Pre-School has a duty of care to ensure that;

- Minimum requirements for the manual handling of loads are followed where there is a particular but not exclusive risk of back injury to workers.
- The need for manual handling is avoided or, when it cannot be avoided, an assessment is made of the operation and where there is a risk of injury, appropriate steps taken to reduce or avoid that risk.
- Assessment of manual handling operations take into account factors which include characteristics of the load, the physical effort required, characteristics of the working environment and the requirements of the task.
- Information and training is provided to staff
- Ensure that manual handling requirements are clearly identified when recruiting staff so that appropriate medical advice can be taken as part of pre-employment health screening.
- Make allowance for any known health problems which might have a bearing on an existing employee's ability to carry out manual handling operations safely.
- Monitor and review manual handling assessments when there is reason to suppose that they are no longer valid due to changes in working conditions, personnel involved or a significant change in the manual handling operation affecting the nature of the task or the load.
- Maintain records of accident and ill health related to manual handling operations.

**Preventing injuries**

We recognise that the most effective method of prevention is to remove or reduce the need to carry out manual handling. Wherever possible, we review the circumstances in which staff have to carry out manual handling and re-design the workplace so that items do not need to be moved from one area to another.

Where manual handling tasks cannot be avoided, for example lifting children when changing nappies, we carry out a risk assessment by examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

Our manual handling assessment considers the following:

- The tasks to be carried out
- The load to be moved (including moving children)
- The environment in which handling takes place
- The capability of the individual involved in the manual handling.

We expect staff to use the following guidance when carrying out manual handling in order to reduce the risk of injury.

**Planning and procedure**

- Think about the task to be performed and plan the lift
- Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there
- Never attempt manual handling unless you have read the correct techniques and understood how to use them
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury

- Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going
- Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads
- If more than one person is involved, plan the lift first and agree who will lead and give instructions
- Plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring
- Lighting should be adequate
- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers
- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear
- Consider a resting point before moving a heavy load or carrying something any distance.

**Carrying children**

Staff should avoid lifting and carrying children as much as possible however we understand that in some situations this is unavoidable. If the child is old enough, ask them to move to a position that is easy to pick them up, and ask them to hold onto you as this will support you and the child when lifting

- Do not place the child on your hip, carry them directly in front of you in order to balance their weight equally
- Wherever possible, avoid carrying the child a long distance
- Where a child is young and is unable to hold onto you, ensure you support them fully within your arms
- Avoid carrying anything else when carrying a child. Make two journeys or ask a colleague to assist you
- If a child is struggling or fidgeting whilst you are carrying them, stop, place them back down and use reassuring words to calm the child before continuing
- Students and pregnant staff members will not carry children.

**Position**

Stand in front of the load with your feet apart and your leading leg forward. Your weight should be even over both feet. Position yourself, or turn the load around, so that the heaviest part is next to you. If the load is too far away, move toward it or bring it nearer before starting the lift. Do not twist your body to pick it up.

**Lifting**

- Bend the knees slowly, keeping the back straight
- Tuck the chin in on the way down
- Lean slightly forward if necessary and get a good grip
- Keep the shoulders level, without twisting or turning from the hips
- Try to grip with the hands around the base of the load
- Bring the load to waist height, keeping the lift as smooth as possible.

**Moving the child or load**

- Move the feet, keeping the child or load close to the body
- Proceed carefully, making sure that you can see where you are going
- Lower the child or load, reversing the procedure for lifting

- Avoid crushing fingers or toes as you put the child or load down
- If you are carrying a load, position and secure it after putting it down
- Make sure that the child or load is rested on a stable base and in the case of the child ensure their safety in this new position
- Report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

**The task**

- Carry children or loads close to the body, lifting and carrying the load at arm's length increases the risk of injury
- Avoid awkward movements such as stooping, reaching or twisting
- Ensure that the task is well designed and that procedures are followed
- Try never to lift loads from the floor or to above shoulder height. Limit the distances for carrying ▪ Minimise repetitive actions by re-designing and rotating tasks
- Ensure that there are adequate rest periods and breaks between tasks
- Plan ahead – use teamwork where the load is too heavy for one person.

**The environment**

- Ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable
- Remove obstructions and ensure that the correct equipment is available.

**The individual**

- Never attempt manual handling unless you have been trained and given permission to do so
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.
- Butterflies Pre-School suggests that pregnant women avoid all manual handling tasks and this will be actively supported.

# Medication Administration

The aim of this policy is to ensure that children with medical needs can be integrated in Pre-School with the minimum disruption to the normal routine, whilst ensuring the safety of the child and others. Children with long term medical needs have the same rights of admission as other children, and are protected by the Disability Discrimination Act. Should a child with long term needs attend the Pre- School an Individual Healthcare Plan would be created with the help of the child's family, health care professionals, the child's Key-worker and all necessary staff training and support. This plan would then be reviewed regularly. The Healthcare plan will include incident and emergency procedures specifically designed for that individual child, and instructions for the Key-worker on how to recognise such situations; a Risk Assessment of the medication and H ealth Care Plan will be drawn

- Parents should endeavour to arrange for medicine to be administered outside Pre-School sessions. Where this is not possible medication must be labelled and stored according to the product instructions. Some medicines need to be refrigerated and must be in an airtight container, clearly labelled, with access to the fridge restricted. Others should be stored in the kitchen cupboard. All medicines must be taken home at the end of each session to control the risk to other building users.
- Medicines will not usually be administered unless prescribed by the child's doctor and in the original container, with written parental consent and training for administration having been given to staff, e.g. asthma inhaler, adrenaline. Staff cannot vary the dose, frequency or administration of medication without the prescriber's (the doctor) consent.
- All medicines may be harmful for anyone to whom they are not appropriate. Large volumes of medicines will not be stored at the preschool.

**Insurance requirements for children with allergies and disabilities**

If necessary, our insurance will include children with any disability or allergy, but certain procedures must be strictly adhered to as set out below:

For children suffering from life threating conditions, or requiring invasive treatments: written confirmation from our insurance provider must be obtained to extend the insurance.

At all times we ensure that the administration of medication is complicated with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.

If medicines have to be administered on a long term basis our Insurance provider will be notified.

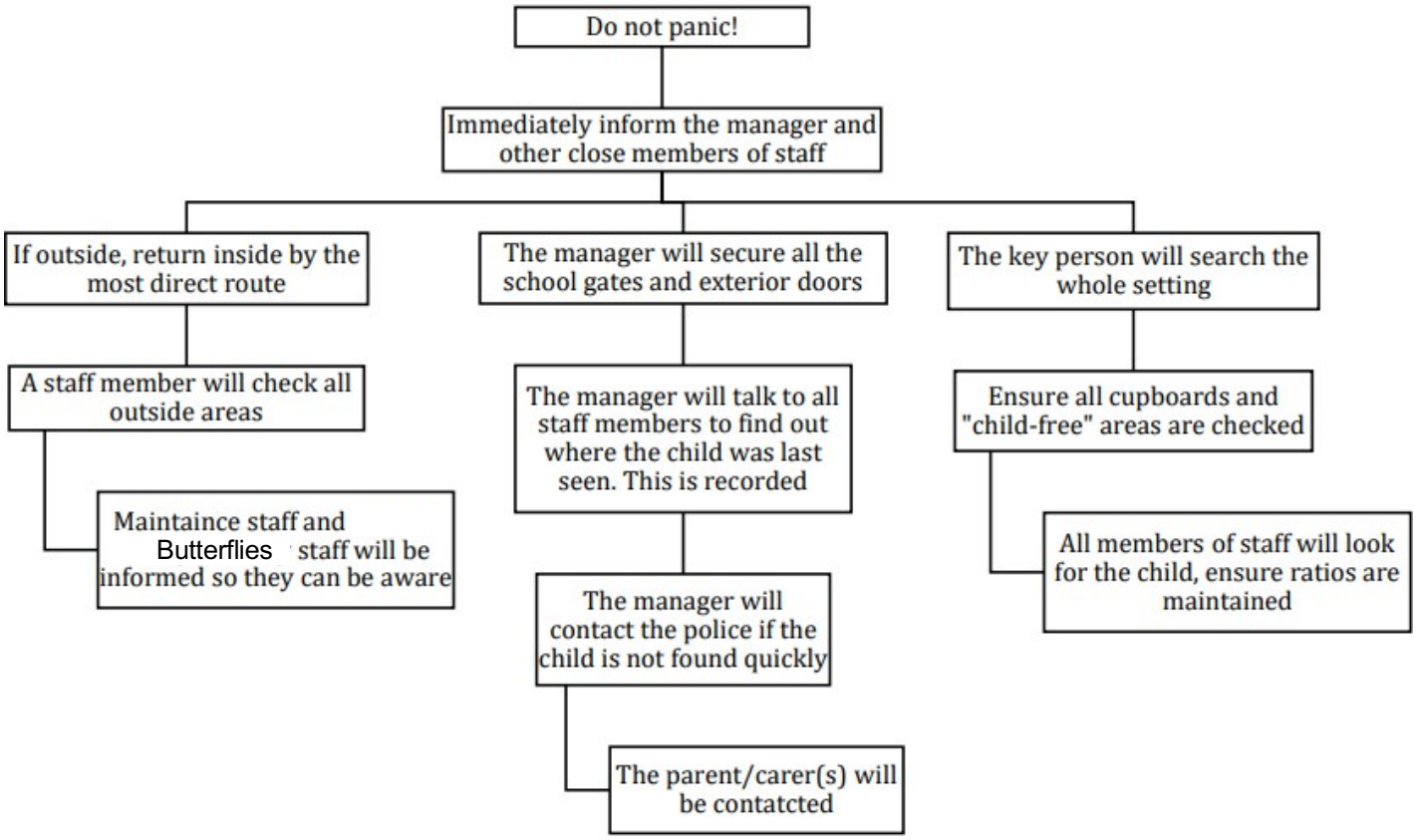
Staff will only store supervise and administer medicine which has been prescribed for an individual child in the original container which should clearly state:

- Name of the child
- Name of the medicine
- Dose
- Method of administration
- Time/frequency of administration
- Any side effects
- Expiry date
- Parent signature

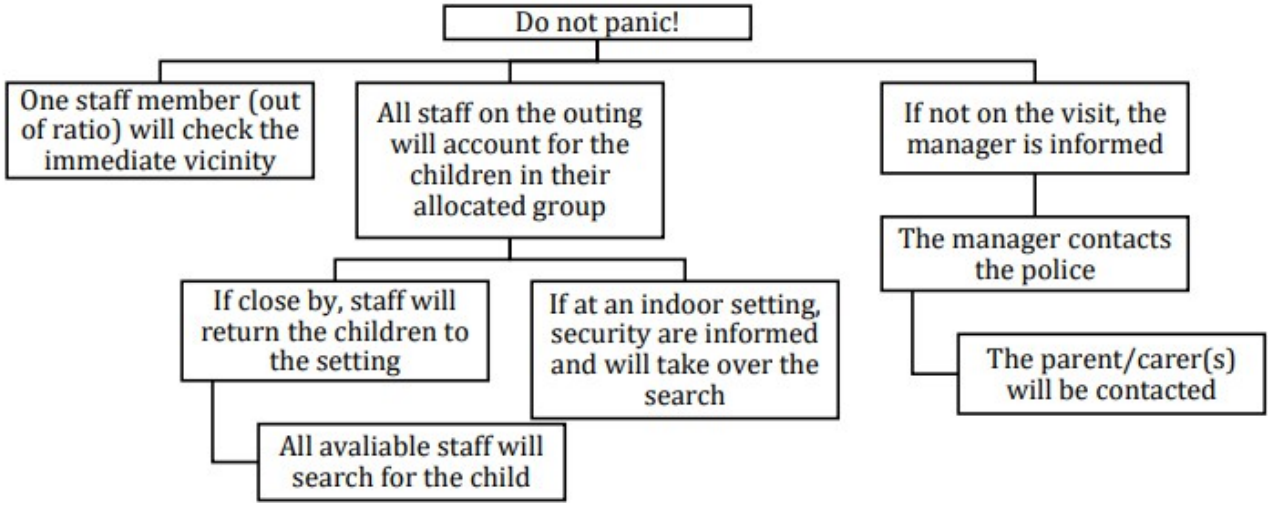
- Emergency medicines (asthma inhaler, adrenaline pens) should be readily available to the child in an accessible place agreed in their Healthcare plan. This arrangement must not put other children at risk by allowing them to access the medicine. The medicine must be clearly marked with the child's name.
- Staff must follow basic hygiene procedures and use precautions for avoiding the spread of infection. Staff must always use gloves (in the top left hand cupboard) when dealing with blood, other bodily fluids, and disposing of dressings or equipment.
- If a child refuses to take medicine no attempt to force the child must be made. It must be noted on the Medication Record form and the parent informed by call or texted so they can make an informed decision. If refusal results in an emergency the Emergency Incident Policy should be followed.
- Unused or out of date medicines will be returned to the parent or the prescribing pharmacy for disposal. Sharps boxes should be used for the disposal of needles and collected by the Local Authority's environmental services.

# Missing Child

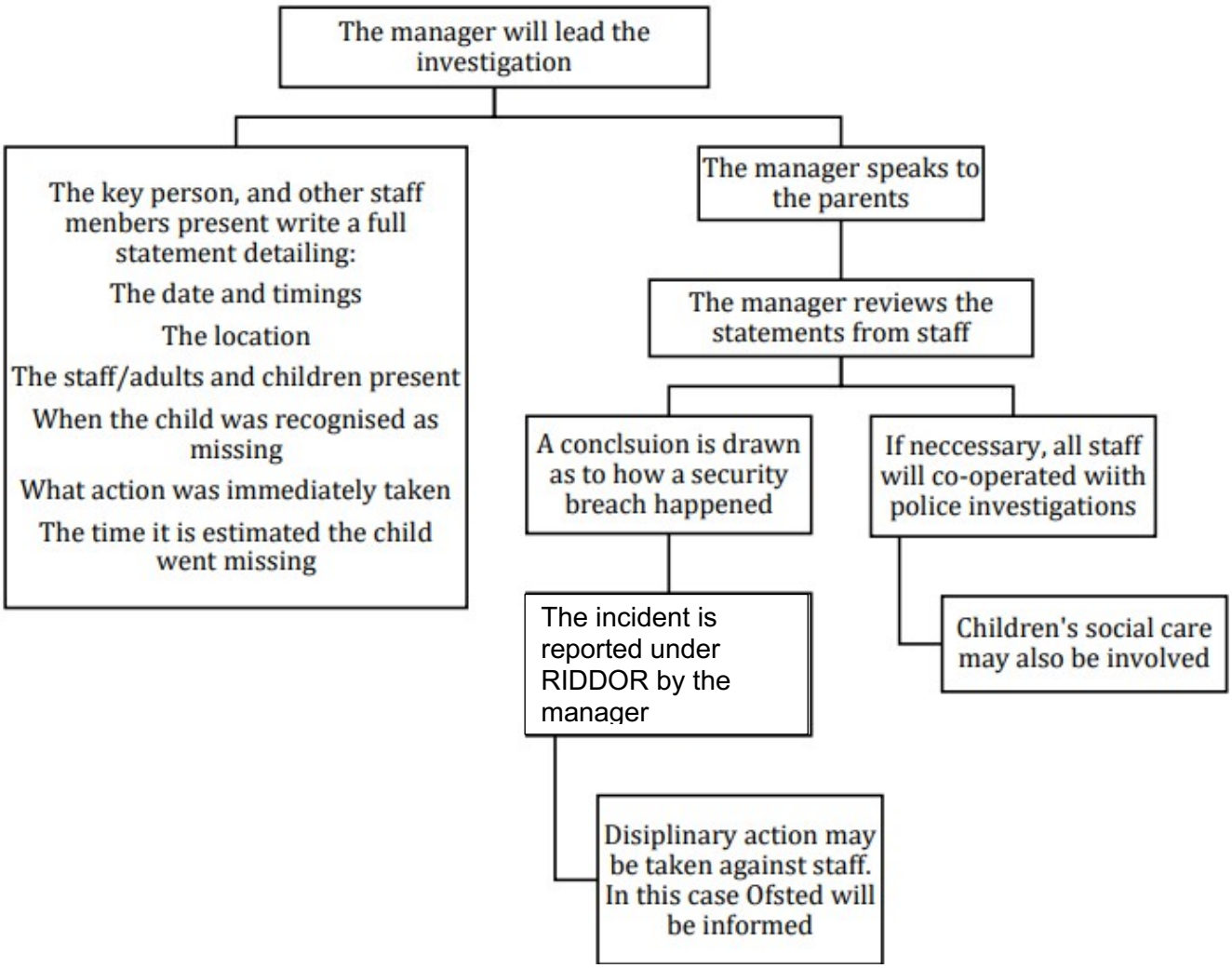
**A child goes missing from the setting**




**A child goes missing while out on a visit**



## The investigation




**Managing people:**

- Staff may become the target of parental anger and they may be afraid.

- When dealing with distraught and angry parents there should always be two members of staff present, one of whom should be the manager/deputy.

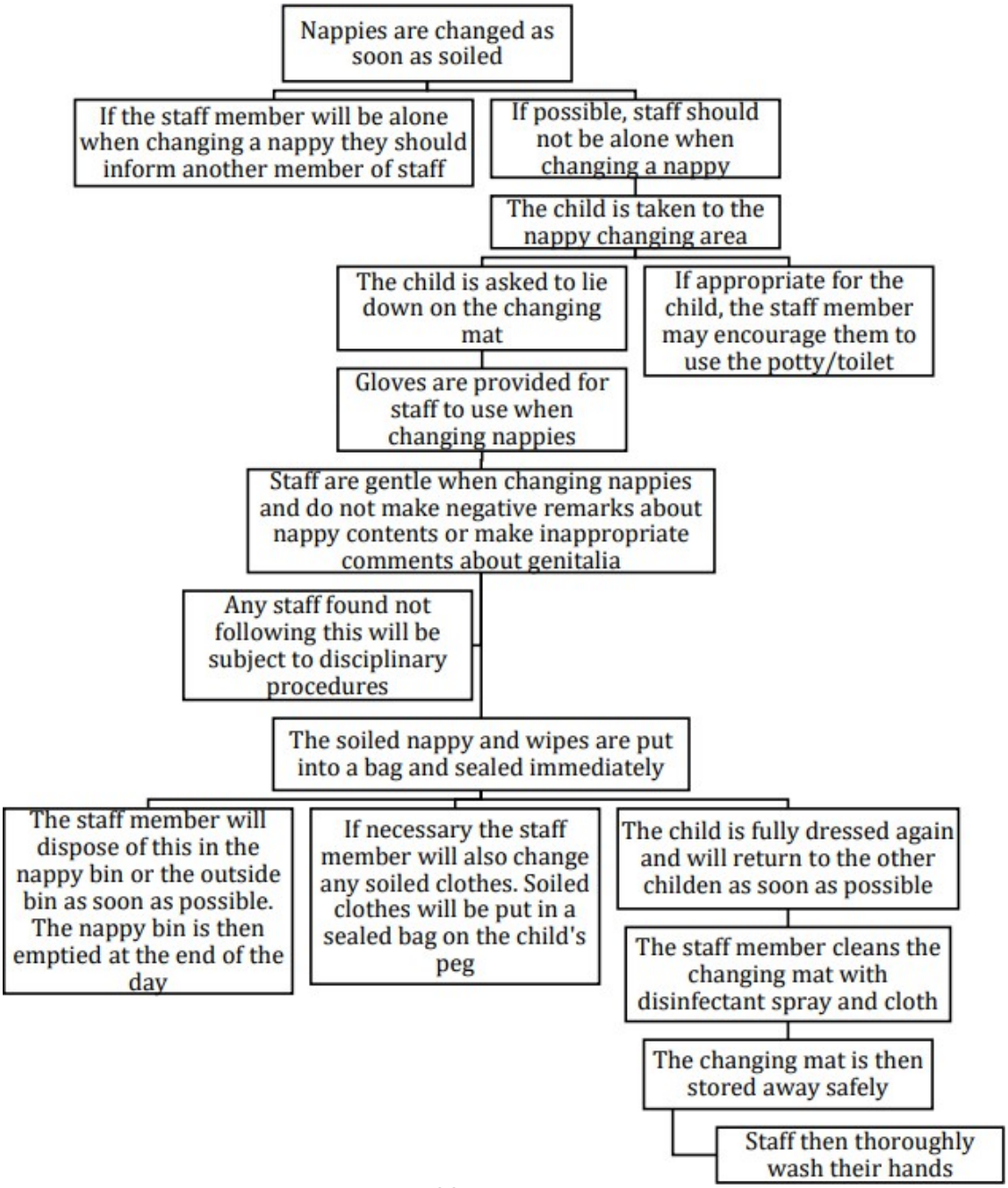
- No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called
- Staff under investigation are treated fairly and receive support.
- Staff must also remember that children are sensitive to what is going on around them and may be worried. o They should answer questions honestly but also reassure the children.
- Staff will not discuss any missing child incident with the press without taking advice.
- Staff may need counselling and support.

- The owner and manager will organise this if necessary

# Nappy Changing and Intimate Care

We aim to support all families by:

- Promoting consistent and caring relationships through the key person system
- Using this one-to-one time as a key opportunity to talk to children and help them learn
- Ensuring that any staff undertaking nappy changing/intimate care have suitable enhanced Date Barring Services checks
- Training all staff in the appropriate methods for nappy changing
- Ensuring hygiene procedures are followed appropriately
- Ensuring all staff know how to identify and act on signs and symptoms of abuse
- Operating a whistleblowing policy to help staff raise any concerns relating to their peers or managers
- Conducting working practice observations of all aspects of care, including intimate care
- Children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting
- Conducting regular risk assessments
- Parents are asked to provide their own nappes, wipes and if they wish nappy cream



# Outdoor Play

At Butterflies Pre-School we are committed to the importance of daily outdoor learning and the physical development of all children regardless of their age and stage of development. We provide outdoor play in all weathers and seasons. Where possible and appropriate, we make outdoor activities accessible to children with learning difficulties and disabilities to ensure inclusive use of the outdoor area.

We recognise that children need regular access to outdoor play in order to keep fit and healthy, develop their large and fine motor skills and experience learning in a natural environment. The hall has free flow to the outdoors so children can spend much of their day outside.

The outdoor areas, both within the pre-school grounds and in the local community have a wealth of experiences and resources which help children to develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem, all of which support children to develop skills now and for the future.

We ensure all areas are safe and secure through close supervision and the use of robust risk assessments and safety checks. Where possible and appropriate, we plan and encourage play that helps children understand and manage risks. This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners. Staff are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.

We plan all outdoor play opportunities and outings to complement the indoor activities and provide children with purposeful activities that support and follow individual children's interests. There is a balance of both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviours.

**Appropriate Clothing**

We communicate with parents regularly about providing the appropriate clothing for nursery. It is important that children have plenty of warm layers when it is cold. Children are required to have several changes of clothing in their bags regardless of the weather. This will allow children to be warm enough in the cold weather, have a dry change of clothing in wet weather or during water play.

**Uniform**

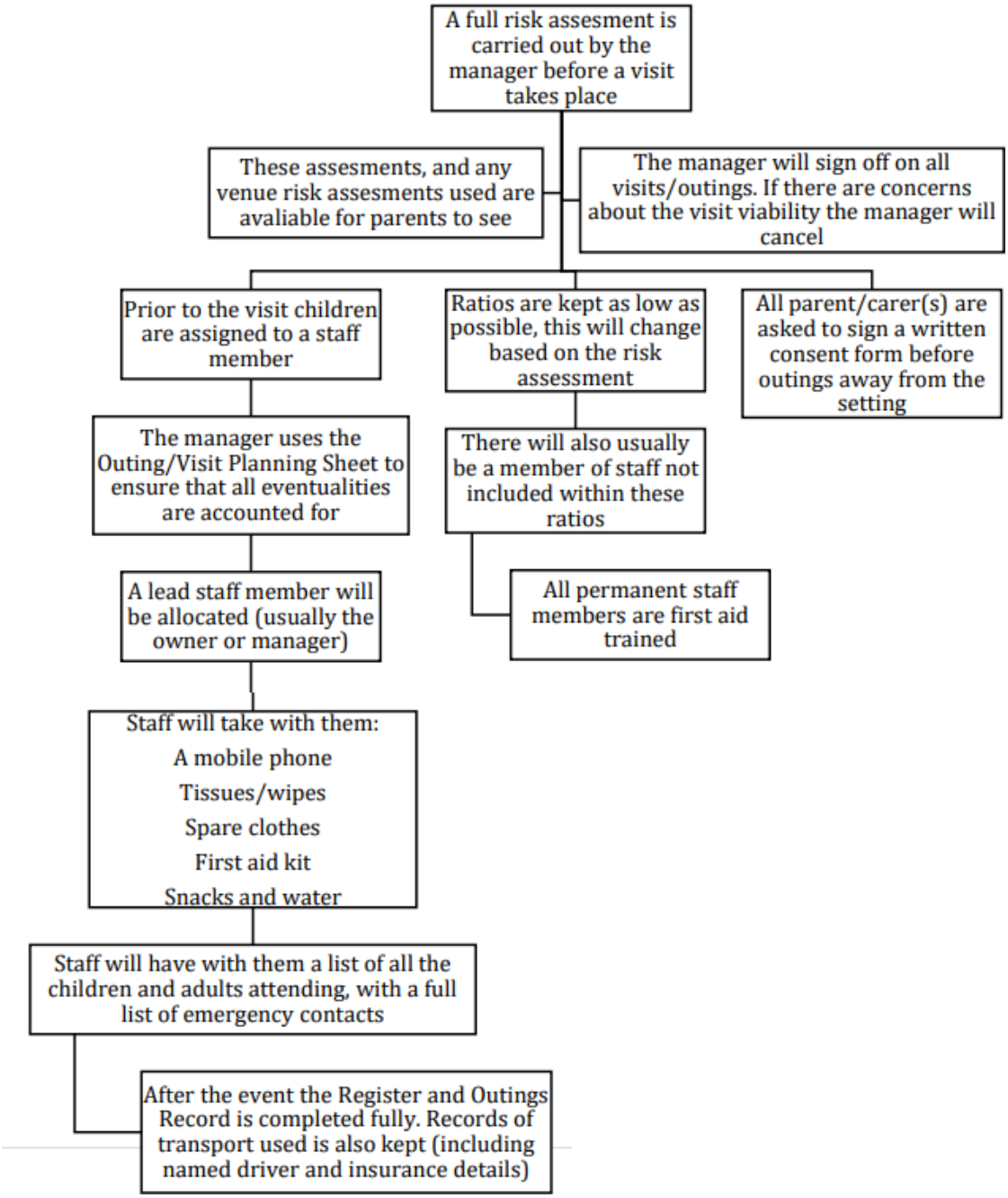
Our uniform consists of a purple water proof jacket and trousers, or for younger pupils the all in one puddle suit, as well as school fleece.

# Outings and Visits

**Risk assessment / Outings plan**

All visits have a clearly identifiable educational purpose with specific learning outcomes. The full risk assessment and outing plan will be displayed for parents to see. This plan will include:

- The name of the designated person in charge - the outing leader
- The estimated time of departure and arrival
- The number of children, age range of children, the ratio of staff to children, children's individual needs and the group size
- The equipment needed for the trip
- Staff contact numbers
- Method of transportation and travel arrangements (including the route)
- Emergency procedures
- Any specific risk assessment, e.g. for children with medical needs during the outing
- If any parent would sooner their child not be taken off-site please notify us.



# Parents / Carers as Partners

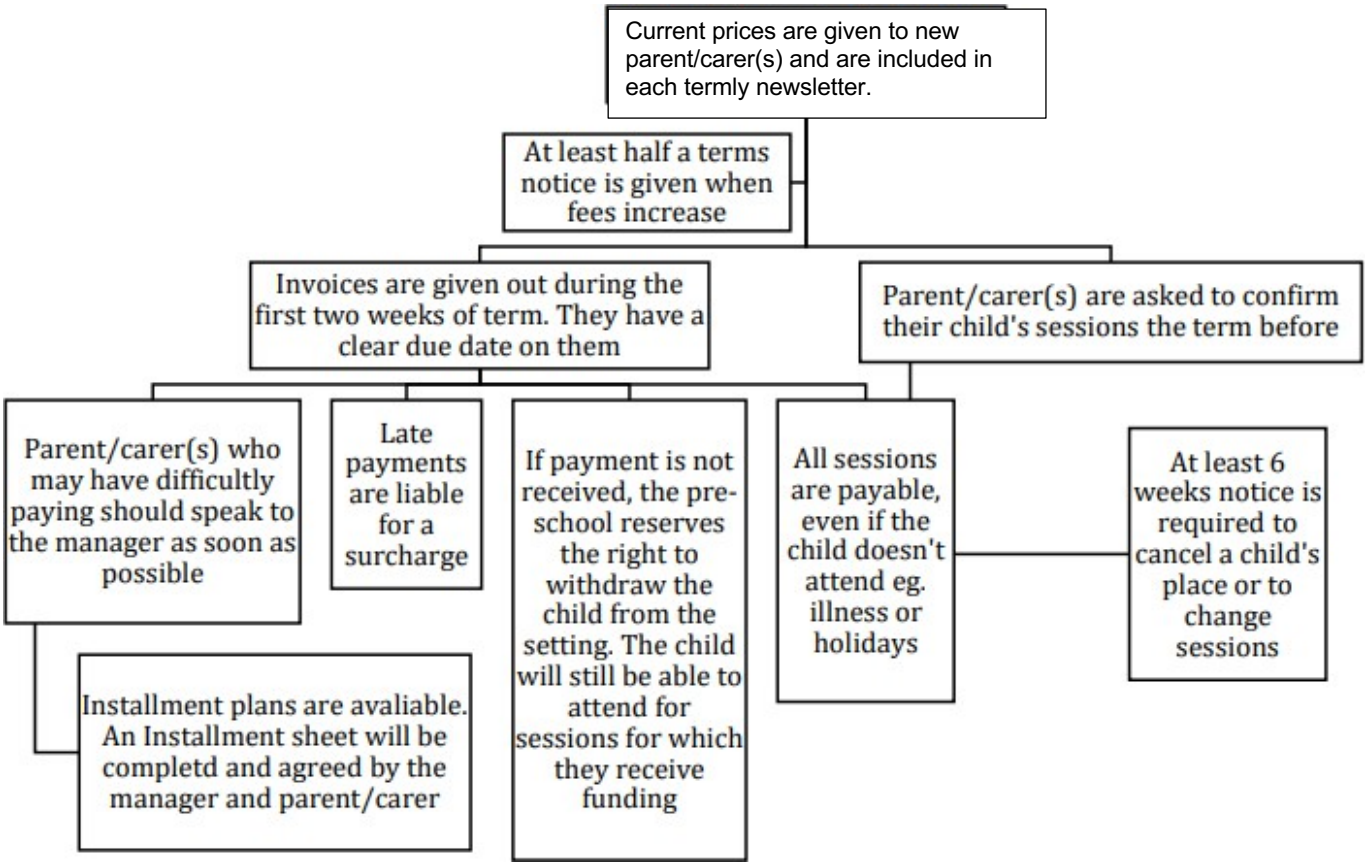
Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. Some parents are less well represented in early year's settings; these include fathers, parents/carers who live apart from their children but who still play a part in their lives as well as working parents/carers. In carrying out the following procedures, we will ensure all parents/carers are included.

**Procedures**

- We generate confidence and encourage parents/carers to trust their own instincts and judgement regarding their own child.
- We welcome all parents/carers into the pre-school at any time and provide an area where parents can speak confidentially with us as required.
- We have a means to ensure that all parents/carers are included – including fathers or parents who live or work apart from their children.
- We welcome breast feeding mothers. The pre-school will make available a private area whenever needed to offer space and privacy to feeding mothers.
- Maintaining regular contact with parents/carers helps us to build a secure and beneficial working relationship for their children.
- Operating a key person system enables parents to establish a close working relationship with a named practitioner and to support two-way information sharing.
- We ensure ongoing dialogue with all parents to improve our knowledge of the needs of their children and to support their families.
- We communicate with parents via the Tapestry system
- We ensure that all parents/carers are aware of the pre-school's policies and procedures and have access to them online.
  - We check to ensure parents/carers understand the information which is given to them.
  - We inform parents/carers how and why we use their information within our setting.
- We inform parents/carers on a regular basis about their children's progress and daily contact is made with parents/carers.
- We involve parents/carers in the shared record keeping about their children and ensure parents have access to their children's written developmental records.
- We actively encourage parents/carers to contribute to children's learning through sharing observations, interests and experiences from home. This may be verbally, sharing photographs or in written form via Tapestry.
- We inform parents/carers about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through newsletters.
- We respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so.
- We provide opportunities for parents/carers to contribute their own skills, knowledge and interests to the activities.
- We inform parents/carers how the pre-school supports children with special educational needs and disabilities.
- We consider and discuss all suggestions from parents/carers concerning the care and early learning of their child and pre-school operation.
- We share information about the Early Years Foundation Stage, young children's learning in the pre-school, how parents can further support learning at home and where they can access further information.
- We inform parents/carers of the systems for registering queries, complaints or suggestions.

# Payment

We aim to ensure that all sections of the community have access to Butterflies Pre-School and that cost should not be a barrier to anyone's inclusion. The owner is always available to talk to parent/carer(s) who have concerns in regards to this.



# Record Keeping

We keep records for the purpose of maintaining our business. These include:

- Records pertaining to our registration.
- Contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of staff.

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the General Data Protection Regulation and the Human Rights Act.

Our Data Protection Lead is Jennifer Utting.

**Procedures**

Developmental Records

- These include observations of children in the setting, photographs and samples of their work and summary developmental reports.
- The majority of our day to day record keeping and developmental reports is on the Tapestry system
- Developmental records are destroyed once the child leaves the setting.

**Personal Records**

- These include registration and admission forms, signed consent forms, correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- These confidential records are stored in a lockable cabinet and are kept secure by the Data Protection Lead.
- Parents have access, in accordance with our Access to Records Policy, to the files and records of their own children but do not have access to information about any other child. ▪ Staff will not discuss personal information given by parents with other members, except where it affects planning for the other child's needs.
- We retain children's essential records until the child reaches the age of 24. These are kept in a locked cabinet in the setting.

**Provider Records**

- All records are the responsibility of the Data Protection Lead, who ensures they are kept securely.
- All records are kept in an orderly way in files and filing is kept up-to-date.
- Financial records are kept up-to-date for audit purposes.
- Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed

# Record Keeping

- All our employment and staff records are kept securely and confidentially.

**Staff Records**

- Employment records of staff are kept securely in the pre-school office and are the responsibility of the Data Protection Lead.
- Staff may request to see their own file but may not see records pertaining to any other staff member.
- Staff records are kept archived once employment has ended and destroyed after 6 years.
- Records of students working within the pre-school are kept within the staff records
- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students on recognised qualifications or training, when they are observing in the setting, are advised of our confidentiality policy and are required to respect it.

# Risk Assessment

Butterflies Pre-School carries out written risk assessments. These are regularly reviewed and cover potential risks to children, staff and visitors at the setting. When circumstances change in the pre- school, e.g. a significant piece of equipment is introduced; we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

The basis of this policy is risk assessment and adheres to the following five steps:

- Identifying the risk: where is it and what is it?
- Who is at risk: childcare staff, children, parents etc?
- Assessment as to the level of risk as high, medium or low. This is both the risk of the likelihood of happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate the risk: what will you do, or ensure others will do, in order to reduce the risk?
- Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

Procedures

Our risk assessment process covers adults and children and includes:

- Checking for and noting hazards and risk indoors and outside, and in our premises and for activities
- Assessing the level of risk and who might be affected
- Deciding which areas need attention
- Developing an action plan that specifies the action required, the time scales for action, the person responsible for the action and any funding required
- The risk assessment is written and reviewed regularly

We maintain lists of health and safety issues, which are checked by staff daily before the pre-school day begins as well as those that are checked on an annual basis when a full risk assessment is carried out.

See Health and Safety Policy for details of regular checks within Butterflies Pre-School and the setting Risk Assessments which cover all aspects of pre-school routine.

# Safeguarding and Child Protection

Butterflies Pre-School fully recognises its responsibilities for Safeguarding and Child Protection. All members of staff recognise the have a duty of care and responsibility to keep children safe. Butterflies Pre-School is committed to safeguarding and promoting the welfare of children.

The Statutory Framework for the Early Years Foundation Stage 2024 sets the foundation of safeguarding and welfare measures for us to follow. The framework states that: "Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the people caring for them." (3.1)

Staff at Butterflies Pre-School have completed Level 2 Advanced Safeguarding Children training.
This trained will be renewed every 2 years.

Designated Safeguarding Lead (DSL) Jeni Utting
Deputy Designated Safeguarding Lead (DDSL) Alice Irwin (Toddles) Kimberly Forster (Lodge)
Special Education Needs Coordinator (SENCO) Jeni Utting

**Children's Social Care referrals:**
Multi-Agency Safeguarding Hub (MASH) 0.900-17.00 (Urgent Child Protection Referrals) : 0208 255 2888
Professional Consultation Line (Mon-Fri) 13.00-16.30 : 0208 726 6464

EDT : (Out of hours 17.00-09.00) : 0208 726 6400

Making a referral online : https://www.croydon.gov.uk/children-young-people-and-families/child-protection-and-safeguarding/report-concern-about-child

**If you believe a child is at immediate risk of significant harm or injury, you must call the police on 999.**

- We fulfil our local and national responsibilities as laid out in the following key documents:
- Early years foundation stage statutory framework: For group and school-based providers
- Setting the standards for learning, development and care for children from birth to five Effective: 01 November 2024
- https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
- HM Government: Keeping Children Safe in Education 2024 https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- HM Government: Working Together to Safeguard Children 2023
- https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
- Information from the Croydon Safeguarding Children Partnership (CSCP) https://www.croydonlcsb.org.uk/
- Information Sharing – Advice for practitioners for providing safeguarding services for children, young people, parents and carers, 2024
- Section 26 of the Counter - Terrorism and Security Act 2015 – Prevent Duty
- FGM Risk and Safeguarding Guidance for Professionals, 2015.
- Safeguarding and Welfare Requirements of the Statutory Framework for the Early Years Foundation Stage, 2024
- What to do if you're worried a child is being abused, 2015

# Safeguarding and Child Protection

**Aim**

The aim of this police is to ensure:

- All our children are safe and protected from harm
- Safeguarding procedures are in place to help children feel safe
- Adults in the setting are aware of the expected behaviours and their responsibilities in relation to safeguarding and child protection

**Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)**

The responsibilities of the DSL and the DDSL are:

- Managing all child protection
- The DSL or DDSL are always available during opening hours
- Keep secure all child protection plans, write records and reports
- Take responsibility of the safeguarding policy and procedures, including evaluation, updating and cascading changes to staff.
- Ensure all staff, volunteers and students are aware of the safeguarding policy and procedures and are adequately trained in these areas.
- Provide advice and support to all staff members surrounding safeguarding.
- Understand and participate in early help assessments and the process for early help.
- Liase with the local authority.
- Work in partnership with other agencies.
- Ensure a culture of listening to children and taking account of their wishes and feelings. The key safeguarding responsibilities within each of the roles above are set out in the Keeping Children Safe in Education (2024)

**Scope**

Safeguarding children is defined as:

- Ensuring that children grow up with the provision of safe and effective care
- Acting to enable all children to have the best life chances
- Preventing impairment of children's mental and physical health or development and
- Protecting children from maltreatment

The term 'safeguarding children' covers a range of measure including child protection procedures. It encompasses a whole setting preventative approach to keeping children safe. It incorporates but is not exclusive to, children's well-being, health and safety; pre-school behaviour management and preventing peer or peer abuse; online safety; supporting children with medical conditions; Personal,  Social and emotional development; providing fist aid and site security.

**Any safeguarding concerns of disclosures of abuse relating to a child at Pre-school, outside of Pre-school and online are within the scope of this policy.**

All staff are:
Renew their Safeguarding Level 2 Training every 2 years
Familiar with this safeguarding policy and have an opportunity to contribute to its review.
Alert to the signs and indicators of possible abuse and wider safeguarding issues.
Able to record and report concerns as set out in this policy.
Able to deal with a disclosure of abuse from a child.
Involved in the implementation of individual education programs, integrated support plans, child in need plans and interagency child protection plans as required.

**Monitoring and review**

The Manager ensures that safeguarding is an agenda item for ever staff meeting.
This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.
The DSL and the DDSL continuously monitor the effectiveness of this policy.

**Identifying Safeguarding Concerns**

All staff know how to recognise and are alert to the signs of neglect and abuse and wider safeguarding issues, including but not limited to peer on peer abuse and exploitation. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2024) along with notes from safeguarding training, are important reference documents for all staff.

Keeping Children Safe in Education (2026) describes four types of abuse:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Somebody may abuse or neglect a child by harming them or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or a stranger.

The signs and indicators listed below may not necessarily indicate that a child has been abused, but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

- Failure to thrive and meet developmental milestones
- A decline in children's general wellbeing
- Fearful or withdrawn tendencies
- Aggressive behaviour
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns.
- Concerning comments or behaviour from children

**Responding to concerns/disclosures of abuse**

Staff adhere to the organisation's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse.

Staff understand that they must **NOT:**

- take photographs of any injuries
- postpone or delay the opportunity for the child to talk
- take notes while the child is speaking or ask the child to write an account
- try to investigate the allegation
- promise confidentiality e.g. say they will keep 'the secret'
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a child of abuse or neglect and report this to the D/DSL. It is the responsibility of each adult in pre-school to ensure that the D/DSL receives the record of concern without delay. In

the absence of the D/DSL, staff members know to speak directly to the MASH. In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice.
The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2023) .
The D/DSL will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

During term time, the DSL and/or a DDSL is always available during school hours for staff to discuss any safeguarding concerns.

**Managing concerns and allegations against staff (including cover/bank staff, volunteers and contractors)**
Where anyone in the pre-school has a concern about the behaviour of an adult who works or volunteers at the Pre-school, including cover/bank staff, volunteers and contractors, they must immediately consult the Manager who will refer to the local authority Designated Officer for Allegations (DOFA).

Any concern or allegation against the Manager will be reported to the Owner without informing the Manager.

All staff must remember that the welfare of a child is paramount and must not delay raising concerns for fear a report could jeopardise their colleague's career. Butterflies Pre-school promotes an open and transparent culture in which all concerns about adults working in or on behalf of the Pre-school (including bank/cover staff and volunteers) are dealt with promptly and appropriately.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In addition to the concern/allegation management process, the Pre-school's DSL will also refer suspected abuse to the MASH as described in 'responding to a concern.'

All members of staff and volunteers have read and signed to confirm they have understood the school's Staff Behaviour Policy (for safer working practice).

Concerns and allegations reported relating to outside professionals and contractors will be notified to their employers for investigation and potential referral to DOFA.

Butterflies Pre-school will appoint a 'case manager' to lead any investigation where the reported allegation does not meet the allegations threshold to consider a referral to the DOFA. This is the Manager or where the Manager is the subject of an allegation, the Owner.

**Managing low-level concerns about adults**
Butterflies Pre-school operates a 'low-level' concerns policy in accordance with Keeping Children Safe in Education 2024. 'Low-level' refers to behaviour that is: inconsistent with expectations set out in the Staff Behaviour Policy, including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the DOfA.

All low-level concerns will be reported to the Manager; low-level concerns about the Manager will be reported to the Owner.

Butterflies Pre-School will:

- Ensure all staff are clear about what appropriate behaviour is (as set out in the Staff Behaviour Policy), and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or

inappropriate behaviour, in themselves and others;
- Empower staff to share any low-level safeguarding concerns;
- Provide a responsive, sensitive and proportionate handling of such concerns when they are raised, for both the child/ren and the adult;
- Respond to reports of low-level concerns in accordance with our conduct procedures by addressing unprofessional behaviour and support the individual to correct it at an early stage. If the concern has been raised via a third party, the Manager will collect as much evidence as possible by speaking directly to the person who raised the concern (unless it has been raised anonymously, to the individual involved and any witnesses.

Reporting low-level concerns helps to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour are constantly lived, monitored and reinforced by all staff.

Staff are encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All low-level concerns will be recorded in writing, retained and reviewed to help recognise any weakness in the school safeguarding system so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

**Whistleblowing**

**A separate Whistleblowing Policies is available in the Butterflies Policy Pack.**

All staff, parents/carers can raise concerns about poor or unsafe practice and potential failures in the Pre-school safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Staff Behaviour Policy, are in place for such concerns to be raised with the Manager.

If a staff member feels unable to raise an issue with the Manager or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline: Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday and 9:00 to 18:00 at weekends or email help@nspcc.org.uk.
- Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH
- The Owner: Jennifer Utting
- Ofsted provides guidance on how to make complaints about a childcare provider: Complaints procedure - Ofsted - GOV.UK

**Escalation of concerns**

Working together effectively depends on an open approach and honest relationships between colleagues and agencies. Staff must be confident and able to professionally disagree and challenge decision-making as entirely legitimate activity. Our professional responsibility includes the promotion of a high standard of safeguarding practice. Staff are encouraged to request a re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. As reflective practitioners if we are on the receiving end of a professional challenge we see this as an opportunity to reflect on our decision making.

**Record keeping and information sharing**

The Pre-school liaises with partner organisations to ensure any safeguarding records for learners are shared on transition:

- By the setting previously attended by the child.
- By our DSL when the child leaves our school.

For any child dual-registered with another setting, the Pre-school continues to be responsible for the safeguarding of the placed pupil thus the DSL will regularly liaise with the DSL at that base to ensure information is shared in the child's best interests.

- Keeps clear and comprehensive written records of all children's safeguarding and child protection concerns using a standard recording form with a body map, including how the concern was followed up and resolved as well as a note of any action taken, decisions reached and the outcome.
- Ensures all children's safeguarding and child protection records are kept securely in a locked location
- Ensures the records incorporate the child's voice.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2024) and in line with the County Council Record Keeping Guidance which includes details about file retention. Information about children at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

"The Seven golden rules for sharing information (including personal information):

1. All children have a right to be protected from abuse and neglect. Protecting a child from such harm takes priority over protecting their privacy, or the privacy rights of the person(s) failing to protect them. The UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA) provide a framework to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm.

2. When you have a safeguarding concern, wherever it is practicable and safe to do so, engage with the child and/or their carer(s), and explain who you intend to share information with, what information you will be sharing and why. You are not required to inform them, if you have reason to believe that doing so may put the child at increased risk of harm (e.g., because their carer(s) may harm the child, or react violently to anyone seeking to intervene, or because the child might withhold information or withdraw from services).

3. You do not need consent to share personal information about a child and/or members of their family if a child is at risk or there is a perceived risk of harm. You need a lawful basis to share information under data protection law, but when you intend to share information as part of action to safeguard a child at possible risk of harm, consent may not be an appropriate basis for sharing. It is good practice to ensure transparency about your decisions and seek to work cooperatively with a child and their carer(s) wherever possible. This means you should consider any objection the child or their carers may have to proposed information sharing, but you should consider overriding their objections if you believe sharing the information is necessary to protect the child from harm.

4. Seek advice promptly whenever you are uncertain or do not fully understand how the legal framework supports information sharing in a particular case. Do not leave a child at risk of harm because you have concerns you might be criticised for sharing information. Instead, find out who in your organisation/agency can provide advice about what information to share and with whom. This may be your manager/supervisor, the designated safeguarding children professional, the data protection/information governance lead (e.g., Data Protection Officer), Caldicott Guardian, or relevant policy or legal team. If you work for a small charity or voluntary organisation, follow the NSPCC's safeguarding guidance.

5. When sharing information, ensure you and the person or agency/organisation that receives the information take steps to protect the identities of any individuals (e.g., the child, a carer, a neighbour, or a colleague) who might suffer harm if their details became known to an abuser or one of their associates.

6. Only share relevant and accurate information with individuals or agencies/organisations that have a role in safeguarding the child and/or providing their family with support, and only share the information they need to support the provision of their services. Sharing information with a third party rarely requires you to share an entire record or case-file – you must only share information that is necessary, proportionate for the intended purpose, relevant, adequate and accurate.

7. Record the reasons for your information sharing decision, irrespective of whether or not you decide to share information. When another practitioner or organisation requests information from you, and you decide not to share it, be prepared to explain why you chose not to do so. Be willing to reconsider your decision if the requestor shares new information that might cause you to regard information you hold in a new light. When recording any decision, clearly set out the rationale and be prepared to explain your reasons if you are asked."
https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info_sharing_advice_content_May_2024.pdf

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or
- serious harm to an adult.

When we become aware that a child is being privately fostered, we remind the carer/parent of their legal duty to notify Croydon Children's Social Care. We follow this up by contacting Children's Social Care directly.

**Visitors**
Please see separate Visitors Policy.

All visitors complete a signing in/out process and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role (e.g. Ofsted inspector, Nurse, Health visitor, Speech & language Therapist) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at pre-school. Careful consideration is given to the suitability of any external organisations.

If the visit is unscheduled and the visitor is unknown to the pre-school, we will contact the relevant organisation to verify the individual's identity, if necessary.

**Online Safety**
Please see the Online Safety Policy.

**Mandatory procedures – Supporting Children**

**A culture of listening to children**
We have a whole school approach to listening to children and create an environment where children feel safe to share their concerns and worries and know they will be taken seriously. These systems operate with the best interests of the child at their heart.

**Curriculum**

Our children access a broad and balanced curriculum that enable children to be strong, resilient and listened to.

**Remote learning**

If the school is required to change the way provision to children is offered due to exceptional circumstances e.g. during a pandemic lockdown, self-isolation, staff responsibilities to remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances:

The DSL will:

- work closely with social care and partner agencies to support children in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support
- use specific local and national guidance about safeguarding in such circumstances to inform practice and will ensure staff, children, and families are provided with written:
    - amended DSL arrangements as required (names, locations and contact details)
    - amended procedures for reporting concerns
    - safeguarding training arrangements
    - timescales for such changes so that all families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for temporary changes.

We will continue to support parents/carers offer during such circumstances, to promote children's personal, social emotional and physical development.

**Early Help**

At Butterflies Pre-School, all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the D/DSL.

The D/DSL uses:

- The Digital Assessment and Referral Tool:
- https://www.croydon.gov.uk/adult-health-and-social-care/social-care-and-support/step-by-step/understanding-your-care-needs-assessment/how-request-assessment

- The Multi-Agency Safeguarding Hub (MASH) 0.900-17.00 (Urgent Child Protection Referrals) : 0208 255 2888
- Professional Consultation Line (Mon-Fri) 13.00-16.30 : 0208 726 6464

- EDT : (Out of hours 17.00-09.00) : 0208 726 6400

- Making a referral online : https://www.croydon.gov.uk/children-young-people-and-families/child-protection-and-safeguarding/report-concern-about-child

- Liaises with Croydon SEND services

**Children with Special Education Needs and Disabilities (SEND) or physical health issues**

Children with additional needs or certain health conditions face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the children's additional needs without further exploration. Staff understand that additional challenges exist when recognising abuse and neglect in children with SEND, including communication barriers. Staff recognise that children with SEND are also at

a higher risk of peer group isolation and can be disproportionately affected by bullying (including prejudiced-based bullying).

**The use of 'reasonable force' in Pre-school**

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to be restrained to prevent injury to themselves or others. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child to a safe place by the arm to a quiet/safe place. If 'reasonable' force has been used for any of the reasons above, parents/carers are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible, which states clearly when and how parents were informed.

All staff will support children to manage emotions, develop a positive sense of self, and begin to learn how to co-operate and resolve conflicts peacefully to reduce the need for 'use of reasonable force.' Staff will work in collaboration with parents/careers to plan positive behaviour support which may include support plans and referral to specialist agencies to support the child.

**Mandatory procedures – Specific forms of abuse and safeguarding issues**

**Definitions and Indicators of Abuse and Neglect**
What to do if you are worried a child is being abused (2015) defines the different types of abuse and describes signs that may be indicators of abuse or neglect.

**The following has been taken directly from** Keeping Children Safe in Education (2026)
https://assets.publishing.service.gov.uk/media/6a9088e19a177a1decf97b01/Keeping_children_safe_in_education_2026_Part_one.pdf

**Indicators of abuse and neglect**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm 8 can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:**
The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued

only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:**
Involves forcing, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. Sexual abuse may also include non-contact activities, such as involving 9 children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity involving a child under 16 is an offence, regardless of whether they agreed to that activity.

**Neglect:**
The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Child sexual exploitation (CSE)**
CSE is a form of sexual abuse where children are sexually exploited for money, power or status. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online.



Indicators of CSE:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends/girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol

- Children who go missing for periods of time
- Children who regularly miss school or education or don't take part in education

**Female genital mutilation (FGM) and forced marriage**

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM to the police as required by law.

Professionals need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. We are vigilant towards young mums, older sisters and other female family members as well as the children in our care.

There is a range of potential indicators that an child or young person may be risk of FGM:

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holidays, arranging vaccinations or planning absence from school
- The child may also talk about a special procedure/ceremony that is going to take place or a special occasion to 'become a woman'

Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Indicators that FGM may already have occurred:

- Prolonged absence from school or other activities with noticeable behaviour changes on return, possibly with bladder or menstrual problems.
- Difficulty walking , sitting or standing , and look uncomfortable
- Spend longer than normal in the bathroom or toilet
- May complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about

**Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of a child's basic emotional needs.

Indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe
- Children who are left hungry or dirty
- Children who are left without adequate clothing, e.g. not having a winter coat
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence
- Children who are often angry, aggressive or self-harm
- Children who fail to receive basic health care
- Parents who fail to seek medical treatment when their children are ill or are injured

Butterflies Pre-School recognises other safeguarding issues which may occur including child sexual exploitation, child abuse linked to spirit possession, breast-ironing, bullying, cyber crime and cyber bullying, prejudice-based bullying, peer on peer abuse, domestic violence, drugs, fabricated or induced illness, faith abuse, forced marriage,

gangs and youth violence, gender based violence/violence against women and girls, mental health, extra-familial abuse and threats, abuse of disabled children, homophobic/biphobic/transphobic bullying, radicalisation and trafficking. The impact of new technologies on sexual behaviour, for example 'sexting', and accessing pornography, substance misuse and poor parenting, particularly in relation to babies and young children. Butterflies Pre-School will endeavour to identify and act upon any forms of abuse according to our procedures.

**Serious violence**

Our curriculum includes promoting conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive. Staff are trained to recognise both the early warning signs of contextual risks and that children and their families may be vulnerable to exploitation and getting involved in gangs as well as indicators that children and their families are involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

**Missing children and children missing education**

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing – whereabouts unknown or
- Missing education – where a child has an unknown absence

The DSL shares any unexplained absence of children who have an allocated social worker within 24 hours.

Children who do not attend settings regularly can be at increased risk of abuse and neglect. Where there is unexplained absence, and

- After reasonable attempts have been made to contact the family without success, the DSL follows the SVPP procedure and consults/refers to the MASH team as appropriate.
- There are no known welfare concerns about a pupil. We follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

**Emotional wellbeing**

All staff are aware that any changes in children's, emotions or behaviour can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff understand that:

- Abused and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescences and into adulthood.

Staff are aware of how

- These experiences can impact on children's emotional well-being, behaviour and development.
- They have a duty to observe children day-to-day and identify those whose behaviour suggest that they may be experiencing emotional difficulties
- If staff have an emotional well-being concern about a child that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.



**Domestic abuse**
**As per KSIE 2016**
Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.

That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, and ability to learn.

When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

**Counter Terrorism and Security**

At Butterflies Pre-School we understand that staff members have a responsibility to prevent people from being drawn into terrorism and/or radicalisation and/or extremism. This duty, which sits alongside other safeguarding duties, is known as the Prevent duty

Prevent Duty is centred on 4 principles:
**Prevent:** To stop people becoming terrorists or supporting terrorism
**Pursue:** To stop terrorist attacks
**Protect:** To strengthen our protection against a terrorist attack
**Prepare:** To mitigate the impact of a terrorist attack

If a staff member has a concern they must report this to the DSL or DDSL. The 'Notice, Check, Share' procedure should be applied. The DSL or DDSL will then collect as much information as possible to share with the police. The DLS or DDLS will contact the police immediately on 101/999 if they identify a risk of terrorism and/or radicalisation and/or extremism. The police will determine if other organisation need to be involved. Butterflies Pre-School staff are aware that they may be called upon to provide further information, attend multi-agency meetings outside of normal working hours.

The DSL is responsible for ensuring the staff team have up to date knowledge of the Prevent duty and understand their responsibilities under the Prevent Duty.

**Safer Recruitment**
All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSiE (2024).



At Butterflies Pre-school, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS).

We maintain a single central record (SCR) of the essential checks as set out in KCSiE that have been carried out and certificates obtained. The SCR applies to: all staff (including standby/cover staff and volunteers) who work at the school.

**Staff training**

**Induction**
The welfare of all our children is of paramount importance. All staff including regular volunteers are informed of our safeguarding policy and procedures including online safety, at induction.

Our induction for staff also includes:

- Confirmation of the conduct expected of staff within the Pre-School – our Staff Behaviour Policy
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- Confirmation of the line management/mento process whereby any general concerns or issues about the person's ability or suitability will be addressed.

**Safeguarding training**

This training is for all staff and is updated every 2 years as a minimum to ensure staff understand their role in safeguarding. In addition, all staff members receive safeguarding and child protection updates (for example, via email and staff meetings) as necessary and at least annually.

**Advanced training**

The D/DSL has additional multi agency training which is updated every two years as a minimum. Their knowledge and skills are refreshed at least annually e.g. via e-bulletins or safeguarding networking events with other D/DSLs. At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

**Staff support**

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with the Manager/Deputy Manager and to seek further support as appropriate.

This policy was adopted in April 2025, to be reviewed April 2026
Signed by Owner _____ Manager _____



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# Safer Recruitment

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**Advertising**

- We use reputable websites to advertise for any vacancies.
- We ensure that recruitment literature includes details of our equal opportunities policy and our safe recruitment procedures; including an enhanced DBS check and independent references for every new employee.

**Vetting and staff selection**

- Staff are expected to disclose convictions, cautions, court order, reprimand and warnings which may affect their suitability to work with children.
- We follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking suitability of all staff and volunteers.

- This includes Data Barring Services checks and references.

- Where an individual is subscribed to the DBS Update Service, we will carry out a status check on their certificate and check their identity.

- We obtain verbal consent to carry out on going checks to the certificate is up to date.

- We keep records relating to employment of staff and volunteers, in particular those demonstrating suitability checks have been completed.

**Interviewing**

- We shortlist all suitable candidates and ensure all applicants receive correspondence regardless of whether they are successful in reaching the interview stage or not.
- All shortlisted candidates will receive a job description, a person specification, an equal opportunities monitoring form and a request for identification prior to the interview
- The manager will decide the most appropriate people for the interview panel. There will be at least two people involved are both are involved in the overall decision making (usually the manager and owner)
- All candidates reaching the interview stage are questioned using the same set criteria and questions.

- These cover specific areas of childcare, including safeguarding the children in their care, planning suitable activities to enhance the child's development and their understanding of the legal frameworks applied to childcare and used in the nursery.

- The questions will be value based and will ensure the candidate has the same values as the setting with regards to the safety and welfare of the children in their care.

- The owner, manager and deputy will then select the most suitable person for this position based on the interview and their knowledge and understanding of the early years framework as well as the needs of the setting.
- Every candidate will receive communication from the nursery stating whether they have been successful or not. Unsuccessful candidates are offered feedback.

**Staff checks and references**

We practice safer recruitment in checking the suitability of staff and volunteers to work with children.

- We use Ofsted guidance on obtaining references, identity checks and enhanced criminal record checks through the Data Barring Service for staff and volunteers who will have unsupervised access to the children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.
- Prospective staff are given the opportunity to disclose any previous convictions which may affect their employability.
- All prospective staff members must provide two written references from previous employers or college tutor; these are both followed by a phone call from the manager/deputy to confirm details.
- These references cannot be open, they must be directed to Butterflies Pre-School Jennifer Utting. They cannot be from family members. References should be from the candidate's current employer, training provider or education setting and have been completed by a senior person with appropriate authority.
- Every job offer will be subject to suitable checks and references.
- Potential staff will provide Butterflies Pre-School with proof of their identity and proof of their eligibility to work in the UK if necessary.
- All staff will have an enhanced DBS check prior to starting their employment.

- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check.

- New starters are required to sign to state that they have no criminal convictions, court orders or any other reasons that disqualify them from working with children or unsuitable to do so.
- Staff qualifications will be checked prior to employment and copies taken.
  - Candidates must provide proof of qualifications with the original certificate which then will be qualified.

**Starting Work**

- Prior to starting work the staff member receives their job description so they have an idea of what their role entails.
- If possible, the staff member will attend the setting prior to starting to work.
- All new members of staff will undergo an induction period.
- New staff will not be part of the adult to child ratios until both the staff member and manager agree that they are ready.
- All staff have a probationary period of up to 3 months – this may be extended at the manager's discretion.

**Induction**

- We have an induction plan for all new staff, students and volunteers which includes the following:
  - Introductions to all staff, volunteers and managers.
  - Familiarising with the building, health and safety and fire procedures.
  - Ensuring our policies and procedures have been read and are carried out.
  - Introduction to parents, especially parents of allocated key children, where appropriate.
  - Familiarising them with confidential information where applicable in relation to any key children.
  - Details of the tasks and daily routines to be completed.
- Every staff member has a job description which clearly set out their responsibilities, the induction period will allow the staff member to familiarise him/herself with all aspects of their job description.
- The induction period lasts for at least 4 weeks.
  - The deputy/manager supervises and inducts new staff and volunteers.
- The new member of staff will have regular informal meetings with the manager and to discuss

their progress.

- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
- All staff complete safeguarding, manual handling and food hygiene training as part of their induction.
- Successful completion of the induction forms part of the 3 month probationary period.

**Training and staff development**

- We provide regular in-service training to all staff - whether paid staff or volunteers - through Croydon Council
- We support the work of our staff by daily liaison and by holding annual appraisals.
- We offer opportunity and support for staff to achieve a high level of morale and motivation to further their learning.
- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable children to flourish
- The owner and manager have an open-door policy and staff are welcome to speak to them at any time.
- We provide opportunity for delegation based on skills, experience and expertise to offer recognition and empower staff.
- Staff are encouraged to contribute ideas for change during regular staff meetings.
- Staff are always encouraged to further their own learning and attend training courses.

- Once completed, the staff are encouraged to cascade their learning to other staff members to aid team work and spread new ideas around the setting.

**Appraisals and Supervision**

- We have an open door policy so that staff feel they can approach the owner, manager or deputy at any time to discuss questions or queries and can request an informal or formal meeting at any point.
- It is the responsibility of the manager to plan time to ensure that all staff have the appropriate reviews and supervisions.
- Staff have a responsibility to ensure that they are available for supervision meetings and that the necessary paperwork is completed.
- Information shared in supervision sessions is confidential.
- Each half term staff have an informal supervision meeting with the manager

- A peer review session is undertaken and the staff member is asked to think about their performance

- A informal meeting is then held with the manager and aims to encourage staff to identify strengths and weakness which could be improved upon.

- Staff are asked to think of the termly performance prior to the review and
- Long and short term targets are set during the review.

- Every year all staff members will have a formal appraisal with the manager

- An appraisal template is followed for consistency across all staff.

- Prior to the appraisal meeting staff are asked to complete a self-appraisal and reflect on their practice for the year.

- A meeting with the manager will then follow to discuss strengths, areas to be developed and any training to be undertaken.

- A plan will be developed and will set out who is responsible for what and the time frame.

- Supervision meetings also offer regular opportunities for members of staff to raise any changes in their personal circumstances that may affect their suitability to work with children.

- This should include any incidents resulting in a reprimand, caution or prosecution by the police,

any court orders, changes to their health.

- These changes are recorded as a declaration on the individual member of staff's supervision form and appropriate action is taken, where applicable.

- The supervision process will be evaluated through staff feedback and is used as part of the overall performance monitoring system.
- If staff do not meet the targets agreed in the term after which they were set the manager reserves the right to start the disciplinary process.

# Safety Checks

**Daily Checks**

Staff complete daily checks of all playground areas and all rooms prior to the children arriving at the setting. This ensures that all surfaces, equipment, toys and resources are fit for purpose and safe for the children. Daily check sheets are used so that staff are aware of certain areas that they need to pay close attention to. Staff in each room are responsible for checking the area they are working in and the toys/resources they use throughout the day. All staff are responsible for reporting any issues to the manager.

**Security**

Staff check that the pre-school boundary is secure before the pre-school opens and that gates are secured by bolt and keypad (if applicable). Fences are checked termly for rotting wood, broken slats and weak areas which may cause an insecure perimeter. No unauthorised adults are allowed access to the pre-school grounds during opening hours. Authorised visitors must sign in. Visitors must be accompanied by a member of staff at all times.

**Electrical equipment**

All electrical cables are kept out of the reach of children wherever possible and shielded by furniture where they need to be at floor level. Electrical sockets are all risk assessed. All electrical equipment is tested annually by a qualified electrician.

**Dangerous substances**

All dangerous substances including chemicals are kept in areas out of children's reach. Chemicals kept in the kitchen are in high cupboards out of reach. All substances are be kept in their original containers with their original labels attached. Safety Data Sheets (Control of Substances Hazardous to Health (COSHH)) and risk assessments must be kept for all substances and the appropriate personal protection taken and used e.g. gloves, apron and goggles.

**Hot drinks**

Hot drinks may be consumed near the children but they must be placed in a safe location eg. on window sills out of reach of the children and lidded thermal cups must be used at all times.

**Water supply**

Fresh drinking water is always available and accessible to all children, staff and visitors. Parents are also advised to provide a water bottle for children to have with them at all times. All hot water taps are thermostatically controlled to ensure that the temperature of the water does not exceed 40 C.

# Seperated Families

At Butterflies Pre-School we recognise that when parents separate it can be a difficult situation for all concerned. We understand that emotions may run high and this policy sets out how we will support all parties including our staff team. The key person will work closely with the parents to build close relationships which will support the child's/children's emotional wellbeing and report any significant changes in behaviour to the parent. Parents will be signposted to relevant services and organisation for support for the whole family.

**Parental responsibility**

While the law does not define in detail what parental responsibility is, the following list sets out some of the key features of someone holding parental responsibility. These include:

- Providing a home for the child.
- Having contact with and living with the child.
- Protecting and maintaining the child.
- Choosing and providing for the child's education.
- Determining the religion of the child. ▪ Agreeing to the child's medical treatment.
- Naming the child and agreeing to any change of the child's name.
- Accompanying the child outside the UK and agreeing to the child's emigration, should the issue arise.
- Being responsible for the child's property.
- Appointing a guardian for the child, if necessary.
- Allowing confidential information about the child to be disclosed.

If the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent.

This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. However, a father has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:

- By jointly registering the birth of the child with the mother.
- By a parental responsibility agreement with the mother.
- By a parental responsibility order, made by a court.

**Pre-School registration**

During the registration process we collect details about both parents including who has parental responsibility and who the child normally lives with, as this will avoid any future difficult situations. It is also important that we have information about other important people in the child's life such as step-parents and partners of mummy/daddy.

We request these details on the child registration form. If a parent does not have parental responsibility, or has a court order in place to prevent this, we must have a copy of this documentation for the child's records.

If a child is registered by one parent of a separated family, we request disclosure of all relevant details relating to the child and other parent such as court orders or injunctions. This will make sure we can support the child and family fully in accordance with the policy set out below.

# Seperated Families

**We will:**

- Ensure the child's welfare is paramount at all times they are in the pre-school.
- Comply with any details of a court order where applicable to the child's attendance at the pre-school where we have a copy attached to the child's file.
- We will provide information on the child's progress, e.g. learning journeys, progress checks within the pre-school, to both parents (if requested) where both hold parental responsibility.
- Ensure any incident or accident within the nursery relating to the child is reported to the person collecting the child.
- Ensure that all matters known by the staff pertaining to the family and the parent's separation remain confidential.
- Ensure that no member of staff takes sides regarding the separation and treats both parents equally and with due respect.
- Comply with any details of a court order where they are applicable to the pre-school's situation, provided the setting has a copy attached to the child's file
- The setting cannot restrict any parent with responsibility unless a formal court order is in place, we respectfully ask that parents do not put us in this position

**We ask parents/carers to:**

- Provide us with all information relating to parental responsibilities, court orders and injunctions. •

Update information that changes any of the above as soon as practicably possible.

- Work with us to ensure continuity of care and support for your child.
- Not involve pre-school staff in any family disputes, unless this directly impacts on the care we provide for the child.
- Talk to the manager/key person away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat.
- Not ask the pre-school to take sides in any dispute. We will only take the side of your child and this will require us to be neutral at all times.
- Ensure the pre-school has up to date telephone contact details
- Ensure that your child is signed in each session with details of who will be collecting each day.

# Settling into the Pre-School

It is essential that every child attending our pre-school is made to feel welcome and secure. Our pre-school environment will be a new experience for each child, it may be your child's first-time attending pre-school or your child may have attended a pre-school previously. Whatever the circumstances each child will adjust and settle at a different pace. Our aim is to make this process as reassuring and comfortable as possible to meet each child's needs.

We offer a summer term Induction Session where pupils and families can meet the staff and play at the nursery. We find this day to be very beneficial as it allows parents to connect with other families, allows and opportunity for them to explore the setting with their children and to ask any questions.

We use Tapestry to communicate with parent/carer(s) throughout the session. During the settling in process with aim to provide several updates a week including photos to let parent/carer(s) know how a child is doing. If a child is particularly unsettled when the parent leaves we endeavour where ever practical and possible to provide a Tapestry post once the child is settled.

Parents can usually predict how they think their child is going to react to starting pre-school. It can often be the information provided by the parent's that can help us to settle a child into pre-school in a way that is least upsetting to the child. We like to speak to all our parents before their child starts pre-school so that we can ascertain what we think will be the best way to settle them with the parents help.

We offer staggard starts and reduced hours when settling in a child. Many children will not settle on their first visit so you may need to repeat this process on several occasions until your child seems happy to leave you. Some children take longer to settle than others to settled.

Your child's key worker and other staff will be on hand to help comfort your child should they become upset. If the child becomes upset once you have left we will try to reassure the child and encourage them to play, we will not allow your child to be upset for too long. If we are not able to settle them in a short space of time we will contact you to come back.

Regardless of your child's reaction to their first pre-school sessions our staff will be supportive and allow the child to settle at their own pace. They will be appointed a key worker within the first couple of sessions in order they have one person to care for their needs and your point of contact.

# Sick or Infectious Children

At Butterflies Pre School we follow the guidance set out by the NHS and Public Health England.

Should there be a staff member or child with an infectious illness/disease we will notify parents via Tapestry *if* the guidance is to do so.

We follow the guidance set out by Ofsted, Public Health England and the Croydon Health Protection team when it comes to reporting infectious diseases.

The following reference book is used in addition: Health Protection in Schools and Other Childcare Facilities: Nursery Resources (updated March 2021)

**Children who are sick or infectious**

- Parents are asked to keep their children at home if they have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach. They are asked to inform the school as to the nature of the infection, so that the school can alert other parents/carers if necessary, and make careful observations of any child who is unwell.
- Parents/carers are requested not to bring into the Pre-school any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last episode.
- The pre-school can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- If children appear unwell during the day – a parent will be called and asked to collect the child, or send a known carer to collect on their behalf.

- While waiting to be collected the child will wait in a quiet, calm area with a staff member.

- Parents/carers are reminded to keep the school informed of all contact numbers and emergency contact numbers and to remember to update them regularly.

- If the child has a temperature they will be kept cool be removing top clothing and plenty of water will be available to avoid dehydration.
- In extreme cases of emergency the child should be taken to the nearest hospital and the parent informed. All parents are requested to complete a 'Removal by Ambulance' form in the case of an emergency.
- The setting has a list of excludable diseases and current exclusion times.
- If the children of pre-school staff are unwell, the child/ren will not accompany their parents/carers to work in the pre-school.
- Single use vinyl gloves are worn when cleaning any cuts or open sores and, whether on adults or children, they are covered with a dressing.
- Spills of blood, urine, faeces or vomit are cleared using a mild disinfectant solution and mops. Single use gloves will be used.
- The owner will ensure that the first aid kit is kept clean, replenished and replaced as necessary.

**Reporting of 'notifiable diseases'**

- If a child or adult is diagnosed suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988, the GP will report this to the Health Protection Agency.
- When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency.
- Parents will be informed via Tapestry.

**HIV/AIDS/Hepatitis procedure**

- HIV virus, like other viruses such as Hepatitis, (A, B and C) are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.
- All staff will be made aware of any children with a blood born infection using the Medical Information form

# Sick or Infectious Children

**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, parents are asked to inform a staff member so that all parents can be informed and asked to treat their child and all the family if they are found to have head lice.

**Unwell children who need to attend hospital**

- In case of a child being unwell and requiring hospital admission the pre-school manager/staff member will:
- Call for an ambulance immediately if the sickness is severe. DO NOT attempt to transport the child in a personal vehicle.
- Inform the manager immediately.
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital.
- Ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together.
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter.
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance.
- Staff may also require additional support following the accident, the manager will offer this as necessary.

# Smoking, Vaping, Drugs and Alcohol

**Smoking/Vaping**

- Smoking/vaping is not permitted anywhere on the premises. This rule applies equally to staff, students, volunteers, children, parents/carers or any other visitors.
- All staff, parents and volunteers are made aware of our no-smoking policy.
- Staff who smoke/vape do not do so during working hours. If any staff member is found smoking the disciplinary process will be started.
- Staff who smoke/vape should not smoke/vape anywhere if they are wearing their uniform as they should be positive role models in and out of the setting.

**Medication**

- Any prescribed or non-prescribed drugs (such as paracetamol or insulin) required by staff must be kept well out of reach of the children at all times.

- Ideally kept in the medicine cabinet in the kitchen.
- Staff must inform the manager or deputy, if they are taking medication, especially if it may affect their ability to function effectively at work.

- See the Medication Policy for further details.

**Alcohol/drugs**

- Alcohol will not be consumed on the premises during pre-school hours.
- Any abuse of drugs, alcohol or solvents will not be tolerated. If illegal drugs are found in staff possession, serious disciplinary action will follow, usually dismissal.
- If a member of staff, student or volunteer arrive at Pre-School under the influence of alcohol or non prescribed drugs and in the opinion of the manager or deputy is unfit for work s/he will be asked to leave the premises immediately.

- The person will be considered unfit for work and the missed session will be recorded as sick leave.
- Before returning to work there will be a meeting involving the manager, deputy and the person concerned.
- The purpose of the meeting will be to discuss the events leading up to the incident, determining any additional support necessary and consequently following the appropriate disciplinary procedures.

- If any parent/carer arrives to pick up a child who appears to be under the influence of alcohol or drugs, Butterflies Pre-School staff will not release the child into their care.

- In this event, we will follow our Non-Collection Procedures to ascertain if a responsible adult can be contacted to collect the child.
- Where an illegal act is suspected to have taken place, the police and Ofsted will be contacted (Ofsted: 0300 123 1231).

- There is to be no alarm caused to the children and at no time should the unfit person be responsible for any child(ren).

# Supporting Children with Special Educational Needs Or Disabilities

**Jennifer Utting is our designated Special Educational Needs Co-Ordinator (SENCO)**

We believe that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate. We are committed to working alongside parents to enable us to help the child to develop to their full potential.

We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the pre-school's facilities.

Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs; any way that this may affect his/her learning or care needs and any additional help he/she may need by:

- Liaising with the child's parents and, where appropriate, the child.
- Liaising with any professional agencies.
- Reading any reports that have been prepared.
- Attending any review meetings with the local authority/professionals.
- Observing each child's development and monitoring such observations regularly.

**At Butterflies Pre-School:**

- We have regard for the Department of Education 0-25 SEND Code of Practice, 2015
- We ensure our provision is inclusive to all children with SEND and remove any barriers to learning.
- We support parents and children with SEND and enable them to take part in decision making.
- We identify the specific needs of children with SEND and meet those needs through a range of strategies.
- We collaborate with parents and partners in education, health and social care to meet individual children's needs.
- We take into account the views of children and their families.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- We help children to prepare for the future and achieve their full potential.

The role of the SENCO is to take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with other staff members; and in monitoring and subsequently reviewing the action taken. The SENCO should also ensure that appropriate records are kept including a record of children's SEN support and those with education, health and care plans. The practitioner usually responsible for the child should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Jennifer Utting works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs practice and policy of the nursery, always making sure plans and records are shared with parents.

# Supporting Children with Special Educational Needs Or Disabilities

**Special Educational Needs and Disability Code of Practice**

Butterflies Pre-School has regard for the statutory guidance set out in the SEND Code of Practice (Department of Education 2015) to identify, assess and make provision for children's special educational needs.

In accordance with the Code of Practice, Butterflies Pre-School staff will undertake a Progress Check of all children at age two. The child's key person will also undertake an assessment at the end of the Early Years Foundation Stage (in the final term of the year in which a child turns 5) to prepare an EYFS Profile of the child.

The Code of Practice recommends that, in addition to the formal checks above, the pre-school should adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. As mentioned above Jennifer Utting is our setting's SENCO and she will work alongside parents to assess the child's strengths and plan for future support. The SENCO will always ensure that appropriate records are kept according to the Code of Practice.

**Procedures**

- We ensure that the provision for the children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to the children's special educational needs.
- We work closely with the parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special education needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of resources eg IEP reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed.
- We provide a complaints procedure.
- We monitor and review our policy annually.

# Staff Babysitting / Nannying for Children at the Pre-School

At Butterflies Pre-School we pride ourselves on being a family run business, with many parents returning to us with subsequent children. Due to the strong links we build with parents they may, from time to time, ask staff members to babysit/nanny for their children out of pre-school hours. These will remain private arrangements between the individual staff member and the parents.

In this situation, the following policy and procedures will be adopted:

- The staff member will immediately declare to the manager, and prior to the arrangement starting.
  - The manager retains the right to prohibit the private arrangement if s/he feels it is inappropriate, or may negatively impact the Pre-School, staff member or child.
- Both the staff member and the child's parent(s) will sign a copy of this policy and this will be kept in the staff member's file and with the child's registration form.
- Butterflies Pre-School is in no way responsible for these private arrangements.
- Confidentiality of employment must be adhered to and respected at all times.

- Any breach of confidentiality by a member of staff regarding Butterflies Pre-school, other staff members, parents or other children will be treated as a disciplinary offence.

- Parents should be aware that other adults associated with the staff member may not have Disclosure and Barring Service (DBS) clearance, and it may not be appropriate for them to care for children. It is for parents to satisfy themselves of the staff member's suitability to look after their children.

- We have a rigorous recruitment procedure to ensure that we employ competent and professional members of staff. Additionally, all staff members have a supervisory meeting each term and have ongoing supervision, observation and assessment, to ensure that standards of work and behaviour are maintained. Although staff should maintain these standards outside of work, we have no control over their conduct outside of Butterflies Pre-School, and consequently our duty to safeguard children does not extend to private arrangements between staff and parents outside of pre-school hours.

- Staff do, however, have a duty to report any safeguarding concerns in or outside of Butterflies Pre-School and the same safeguarding procedures should be followed.
- Butterflies Pre-School is not responsible for any health and safety, or other, issues that may arise from these private arrangements.
- Butterflies Pre-School insurance does not cover staff members once they have left the premises.
- Any babysitting/nannying work must not interfere with staff members' working hours or affect their relationship with any children attending Butterflies Pre-School.
- Allegations made against a babysitter would have no implication for the Preschool.

- Staff should be aware that an incident whilst babysitting/nannying could have an impact on their suitability to work at the pre-school

- It will be the staff member's responsibility to ensure they have the appropriate insurance covering the use of their car for babysitting/nannying services, MOT and child restraints or child safety seats if they are transporting them in a car.

When the staff member is due to collect a child from the pre-school:

- The manager should be aware of the arrangement well before the staff member is due to collect the child from pre-school.
- The staff member should be named on the signing in/out sheet.
- The child should be booked into pre-school until the time that the staff member is due to finish working – this may mean extending the child's pre-school sessions.

- Parents are liable for the extra payment incurred.

- If the staff member and child remain in the pre-school building, it is the staff member who is responsible for the child's wellbeing, including health and safety.

- The parent(s) and staff member should ensure that the appropriate car safety equipment in place.
- If the child is unwell and the staff member is working, the parent(s) will need to collect their child from pre-school.

Where the manager assesses that the agreement is not working and/or there is an impact on the care of the children due to the staff member's relationship with the child the care for out of pre-school hours:

- The manager will consider moving the staff member and not the child. This will enable the child to be in the appropriate age group and to continue to forge consistent relationships with other children in this group.
- Where the staff member is in another room, there will be an agreement between the staff member and manager about contact with the child during the pre-school day.

# Staff Behaviour

## Introduction

Butterflies Pre-school is committed to providing positive academic, social and emotional outcomes for our children, underpinned by a strong safeguarding ethos. We are equally committed to the welfare of our staff, who are expected to adhere to the highest standards of professional behaviour to maintain confidence and respect of the general public and colleagues. The Staff Behaviour Policy sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.

We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2021)
- The procedures of Safeguarding Vulnerable People Partnership (SVPP)

**This policy applies to all staff and volunteers working at our school.**

## Expectations

All staff:

- are familiar with this policy and have an opportunity to contribute to its review.
- understand their responsibilities to safeguard and promote the welfare of children.
- are aware that failure to meet the standards of behaviour and conduct in this policy may result in disciplinary action. This includes dismissal, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity.

## Mandatory Procedures

### Confidentiality

The sorting and processing of personal information is governed by GDPR (General Data Protection Regulations 2018) - see Data Protection Policy

Child records are shared with those who have a professional need to see them. When staff have access to confidential information about colleagues, children or their parents/carers, the staff must treat such information in a sensitive and confidential way, sharing it only in the interests of a child and when legally permitted to do so.

Staff will not use their position to gain access to information for their own advantage and/or a child's or family's detriment. Staff will not take any school documents/memory sticks away from school premises.

If a member of staff is concerned that a child is being abused, is at risk of being abused or may have been abused in the past, they will follow the agreed procedure set out in the Safeguarding and Child Protection Policy.

If a member of staff is ever in any doubt about whether to share information or not, they should get advice from the designated safeguarding lead (DSL).

**Staff relationships with children and parents/carers**

All staff know that:

- They are in positions of trust in relation to all children and families on roll.
- They ensure that the power imbalance is never used for personal advantage or gratification.
- They avoid behaviour which might be interpreted by others as an abuse of the position of trust, and report any incident with this potential to the manager.
  - This includes sharing personal contact details with children or families.
- They have a legal duty to protect the interests of children and accept the obligations inherent in that responsibility.
- They must not establish or seek to establish social contact with children to secure a friendship or to pursue or strengthen a relationship.
- They must inform the manager of any pre-existing (prior to the member of staff or child starting at the school) or new relationship with a child or close family member, which they feel, might compromise the school or their own professional standing.
- They should disclose any relationship or association (in the real world or online) that may impact on the Pre-school's ability to safeguard pupils.

Certain behaviours are at odds with a position of trust. These include, but are not limited to:

- Harassment or discrimination based on any characteristic protected by the Equality Act 2010
- Loss of personal civility including, personal attacks or insults, displays of temper (such as throwing objects), unwanted physical contact (pushing, shoving, hitting) or the threat of the same.
- Staff must not swear, blaspheme or use offensive language in front of children, nor use language which is discriminatory and demeaning in any way.

Such behaviours are disciplinary offences and may be referred MASH and/or the police.

**Communication with children and parents, including outside of the workplace**

We acknowledge that staff may have friendships and social contact with parents of children outside of the setting. Staff will not engage in conduct outside work that could damage their professional reputation or the reputation of the Pre-school community.

Any contact between staff and children and/or parents that is deemed to bring the pre-school into disrepute, or that might lead a reasonable person to question the staff member's motivation or intentions, will be investigated and could lead to disciplinary action.

Staff must not make sexual innuendos or any comments of a sexual nature to any pupil, nor make any comments trivialising alcohol or drug abuse.

Staff must inform the manager of any proposed or pre-existing arrangements between them and the families of children on roll that take place outside school. See Staff Babysitting Policy.

**Gifts, rewards, favouritism and exclusion Staff must:**

- declare any gift they receive form a parent or child.
- This does not include small tokens of appreciation such as end of term gifts. •

not give gifts to individual children.

- advise the manager about the offer of any gift or hospitality, from outside or inside the pre-school, which might be interpreted as an attempt to influence staff conduct towards children, parents or other employees.

**Physical contact – See Promoting Positive Behaviour, Nappy Changing and Intimate Care, Safeguarding and Child Protection, Accidents and Incidents and Manual Handling Policies**

Any physical contact will be in response to the child's needs, of limited duration and appropriate to their age, stage of development, gender, background and any agreed support or care plan.

The use of physical intervention including the use of reasonable force will always be in line with the following policies (Special Needs policy, Promoting Positive Behaviour policy)

Staff understand that:

- on a daily basis, it may be entirely appropriate and proper for staff to have physical contact with children and that they do so in ways appropriate to their professional role and in relation to the child's individual needs.
- some children are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others.

- Whenever possible, adults seek the child's permission before initiating contact and are sensitive to any signs that the child may be uncomfortable or embarrassed.

- they have a responsibility to ensure the way they offer comfort to a distressed child is age appropriate.
- they must never touch a child in a way which may represent a misuse of authority or considered indecent.
- physical contact must never be secretive, or for the gratification of the adult.
- they should be aware of cultural or religious views about touching and be sensitive to the issues of gender.

If a member of staff believes that an action by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive, the incident and circumstances will be immediately reported to the Designated Safeguarding Lead (DSL) and recorded in writing. If appropriate, the manager will consult with the LADO.

Staff understand that a child who has suffered previous abuse or neglect may associate physical contact with such experiences. They recognise that such a child may seek out inappropriate physical contact and know to deter the child sensitively to help them to understand the importance of personal boundaries. Staff know that they must never indulge in play that involves rough-and-tumble or fun fights.

Children with disabilities may require more physical contact to assist their everyday learning. The arrangements are understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny. Staff always allow/encourage children, where able, to undertake self-care tasks independently.

If a child's behaviour presents a serious risk to themselves or others, a robust risk assessment and, where relevant, a physical intervention plan is always put in place and reviewed regularly. In all cases where physical intervention takes place, staff record the incident and subsequent actions and report these to the manager, DSL and the child's parents.

**First Aid – See Accidents and Incidents and Medication Policies**

**One to One Situations**

Staff carefully consider the welfare needs of children when with them in a one to one situation.

All spaces in the setting are set up to allow any activity to be easily observed by other staff in the school. Windows and doors are kept partially clear from display materials to allow rooms to be overlooked. Internal doors remain open when practicable.

Staff will record any time a child has appeared upset/angry during a 1-1 session and will report this to the manager.

**Educational Visits and After-School Activities – See Outings and Visits Policy**

Staff remain in a position of trust during pre-school activities that take place off the school site or out of school hours and so, they will ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

Organisers will conduct risk assessments and adhere to Health and Safety guidelines. Staff/child ratios will be specified, and the composition of groups of children and the supervising staff will be carefully planned to keep all children and staff safe.

Staff will always have another adult present in out of school activities, unless otherwise agreed with senior staff in the school.

**Staff appearance – See Code of Conduct and Employment Policy**
Staff must dress in the Butterflies Pre-School uniform.

Any staff with tattoos that might be viewed as offensive, provocative or likely to give rise to misunderstanding must ensure those tattoos always remain covered when that adult is working for the Pre-school.

**The acceptable use of technologies- see E-safety Policy**
Staff must not engage in inappropriate use of social network sites which may bring themselves, or employer into disrepute. Staff should ensure that they adopt suitably high security settings on any personal profiles they may have.

Staff must be circumspect in their use of all social media or any other web-based presence that they may have, including written content, videos or photographs, and views expressed directly or by association with websites/pages or posts established by others (e.g. 'liking', reposting or forwarding). This includes the use of dating websites where staff could encounter parents either with their own profile or acting covertly.

They must consider the long-term implications of any content published by them online, specifically how it might ever have an adverse effect:

- on their reputation as an individual working in an education setting
- their ability to maintain good professional boundaries with parents and with children
- on the reputation of the Pre-school.

Staff must not access any content from the internet on personal device during school hours, on the school site, or on a school computer or device at any time that could bring the Pre-school into disrepute or that might lead a reasonable person to question the staff member's motivation or intentions.

**Photography and recording – See E-Safety and Record Keeping Policies**

Staff are not permitted to use their phones, cameras, smart technology, or any device that can be used for photographing or recording children, when on duty for any purpose. Phones are kept in the designated area. Any pictures taken of children by the school will be in accordance to the school Mobile phone and camera procedures (E-safety Policy) Staff will not:

- take images of a child's injury, bruising or similar (e.g. following a disclosure of abuse)
- make audio recordings of a child's disclosure.

**Concerns and allegations against staff (including volunteers and contractors)-see Safeguarding and Child Protection Policy**

If a member of staff is concerned about the behaviour of a person working or volunteering at the school (including contractors), they will follow the agreed procedure set out in the Safeguarding Policy.

Butterflies Pre-school operates a 'low-level' concerns policy in accordance with KCSIE. 'Low-level' refers to behaviour that is: inconsistent with expectations set out in this policy, including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the DOfA.

All concerns, no matter how small, will be shared responsibly and with the right person, recorded and dealt with promptly and appropriately. This will serve our commitment to create and embed a culture of openness, trust and transparency in which the pre-school's values and expected behaviour set out in this policy are constantly lived, monitored and reinforced by all staff.

'Low-level' concerns could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a
- closed door; or,
- using inappropriate sexualised, intimidating or offensive language.
-

We also encourage all staff to self-refer to the DSL where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

**Whistleblowing – See Whistleblowing Policy**

All staff and volunteers are expected and encouraged to raise concerns about poor or unsafe practice and potential failures in the pre-school safeguarding regime. All staff within the pre-school who wish to raise an issue relating to the organisation with someone in confidence can use the following whistleblowing procedures:

In the first instance, concerns about poor or unsafe practice within must be raised with: Jennifer Utting

Where a staff member feels unable to raise an issue with Jennifer Utting or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- 
- Ofsted is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call LADO: 0208 239 4343 or email: whistleblowing@ofsted.gov.uk if:
  - they think the concern will not be dealt with properly or
  - may be covered up or
  - if they raised a concern but it has not been acted upon or if they are worried they are being treated unfairly.

**Training**

All members of staff and volunteers have read and signed to confirm they understand this Staff Behaviour Policy.

**Induction**

The welfare of all children attending the pre-school is of paramount importance. All staff including volunteers are informed of this policy at induction and given the chance to question and discuss the expectations set out.

**Staff support**

Work in pre-schools is both rewarding and demanding. We support staff by prioritising time in regular supervisions to discuss the challenges of their role linked to any aspect of this Staff Behaviour Policy with their manager and seek further support as appropriate

This policy was adopted in April 2025, to be reviewed April 2026

Signed by Owner _____ Manager _____

# Staff Working with Their Own Children / Close Relation

We wish to support all employees in this position and request the member of staff meet with the manager to discuss the needs of all parties. It is generally not appropriate for staff to care for their own children or those of a close relative whilst working in the pre-school.

However, we recognise that this may not always be possible. We try to accommodate the wishes of any staff member with a child or close relative in the pre-school and come to an agreement which suits us all. This agreement is based on the following principles:

- Where staff work in the same room as their child or close relation, there is an agreed set of guidelines between the pre-school and the member of staff.
- The child is in another staff member's key group.
- During their time at Butterflies Pre-School the child is in the care of the pre-school and it is the pre-school that retains responsibility for the child and their care.
- Where this agreement is not working or is impacting on the care of the child or other children in the room, the manager and member of staff will reassess the situation.
- Staff caring for another staff member's child will treat them as they would any other parent/child.

- No special treatment will be offered to any child or parent who has connections with the pre-school.

Where the manager assesses that the agreement is not working and/or there is an impact on the care of the children in the room because of the staff member's relationship with their child or close relation:

- The manager will consider moving the staff member and not the child.

- This will enable the child to be in the appropriate age group and to continue to forge consistent relationships with other children in this group.

- Where the staff member is in another room, there will be an agreement between the staff member and manager about contact with the child during the pre-school day.

- Although we do not want to restrict a parent seeing their child, we must consider the room routine, staff to child ratios and the upset a visit may cause the child when their parent leaves the room again, or the other children in the room.

- If there are staff shortages resulting in the movement of staff, the staff member will be placed in a different room to that of their child or close relation, wherever possible.

# Student and Volunteer Placement

We welcome students to join our staff team and gain work experience within our setting.

- We supervise all students and volunteers at all times and do not allow them to have unsupervised access to children, or for them to provide intimate care.
- We take out employers' liability insurance and public liability insurance which covers both trainees and voluntary helpers.
- We require students and volunteers to keep to our all our pre-school policies.
- All students and volunteers must adhere to the Code of Conduct.
- We provide students & volunteers, at the first session of their placement, with a short induction on how our pre-school is managed, how our sessions are organised and our policies and procedures.
  ▪ We communicate a positive message to students & volunteers about the value of qualifications and training.

**Students**

- We require students to meet the 'suitable person' requirements of Ofsted and enhanced Data Barring Service checks.
- We require schools placing students under the age of 17 years with the pre-school to vouch for their good character.
- The setting will only have one student on placement at a time.
- To maintain parent partnerships, parents will be informed when students are present in the setting for an extended period (more than two weeks).
  - Wherever possible a photograph of the student will be put up on Tapestry.
- All students will be allocated a staff member to work with, usually the deputy manager.
  - They will discuss the expectations of their time at Butterflies Pre-School and support them on their learning journey.
- Students who are placed in our pre-school are not counted in our staffing ratios.
  - Students who are placed for long periods - for example, a year - and trainee staff may be counted in our staffing ratios provided we consider them to be competent and they are DBS cleared.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We ensure that students & volunteers placed with us are engaged in bona fide early years' training which provides the necessary background understanding of children's development and activities.

**Volunteers**

- All volunteers will be DBS checked prior to starting.
- All volunteers will complete basic Safeguarding training.
- All new volunteers will be allocated a staff member to work with, usually the deputy manager, with whom they will discuss the school day, the EYFS, record keeping, the policies and procedures and all expectations of their time at Butterflies Pre-School.
- All students are encouraged to contribute fully to the pre-school routine and to spend some time in every area.
  - This will allow them to experience all areas of the setting

# Sun Protection

- We provide various shaded areas under purpose built all weather canopies over several of the outside spaces including: the sand pit, painting area and swing
- Children spend no more than 20 minutes outside during the hottest part of the day.
- Children are only allowed outside to play when they are wearing a hat during the summer months.
- The Pre-School has a stock of sun hats and will provide one when a child does not have their own.
- We follow individual care plans for specific children with additional needs.
- Parents are asked to send children to the pre-school in sensible clothing ie avoid vest tops or strappy dresses, especially when the child has fair skin or is prone to burning.
- At the beginning of the summer term we send a Tapestry post asking the parents/carers to put sun cream on their child prior to bringing them in to school.

  - Preferably using the long-lasting sun creams that are readily available from shops.

  - The school does not have a stock of sun cream, as some children and staff may have skin allergies, therefore parents/carers must provide and apply for their own child.

- Children are encouraged to drink cooled water more frequently throughout sunny or warm days and this will be accessible both indoors and out.

  - Parents are asked to provide a separate water bottle so that children always have ready access to water.

- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun.

# Transfer of Records to School

We prepare records about a child's development and learning in the EYFS in our setting; in order to enable smooth transitions we share appropriate information with the receiving setting or school at transfer. Confidential records are also shared where there have been child protection concerns according to the process required by the Safeguarding Vulnerable People Partnership. Prior to transferring we will establish the lawful basis for doing so.

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

- Using the EYFS assessment of development and learning ensure the key person prepares a summary of achievements in the seven areas of learning.
- This record refers to any additional language spoken by the child.
- The record also refers to any additional needs that have been identified or addressed by the setting.
- The record also refers to any special needs or disability and whether a Common Assessment Framework was raised in respect of special needs or disability, whether there is a Statement of Special Educational Needs and gives the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence such as photos or drawings that the child has made.
- For transfer to school, most local authorities provide an assessment summary format or a transition record for the setting to follow.

**Transfer of confidential information**

- The receiving school or setting will need to have a record of concerns (if applicable) that were raised in the setting and what was done about them.
- A summary of the concerns will be made to send to the receiving setting or school along with the date of the last professional meeting or case conference.
- Where a Common Assessment Framework (CAF) has been raised in respect of any welfare concerns the name and contact details of the lead professional will be passed on to the receiving setting or school.
- Where there has been a s47 investigation regarding a child protection concern the name and contact details of the child's social worker will be passed on to the receiving setting or school – regardless of the outcome of the investigation.
- This information is posted or taken to the school or setting, addressed to the setting or school's designated person for child protection and marked confidential.

# Visitors

**Overview**

All visitors complete a signing in/out process and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role (e.g. Ofsted inspector, Nurse, Health visitor, Speech & language Therapist) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at pre-school. Careful consideration is given to the suitability of any external organisations.

If the visit is unscheduled and the visitor is unknown to the pre-school, we will contact the relevant organisation to verify the individual's identity, if necessary.

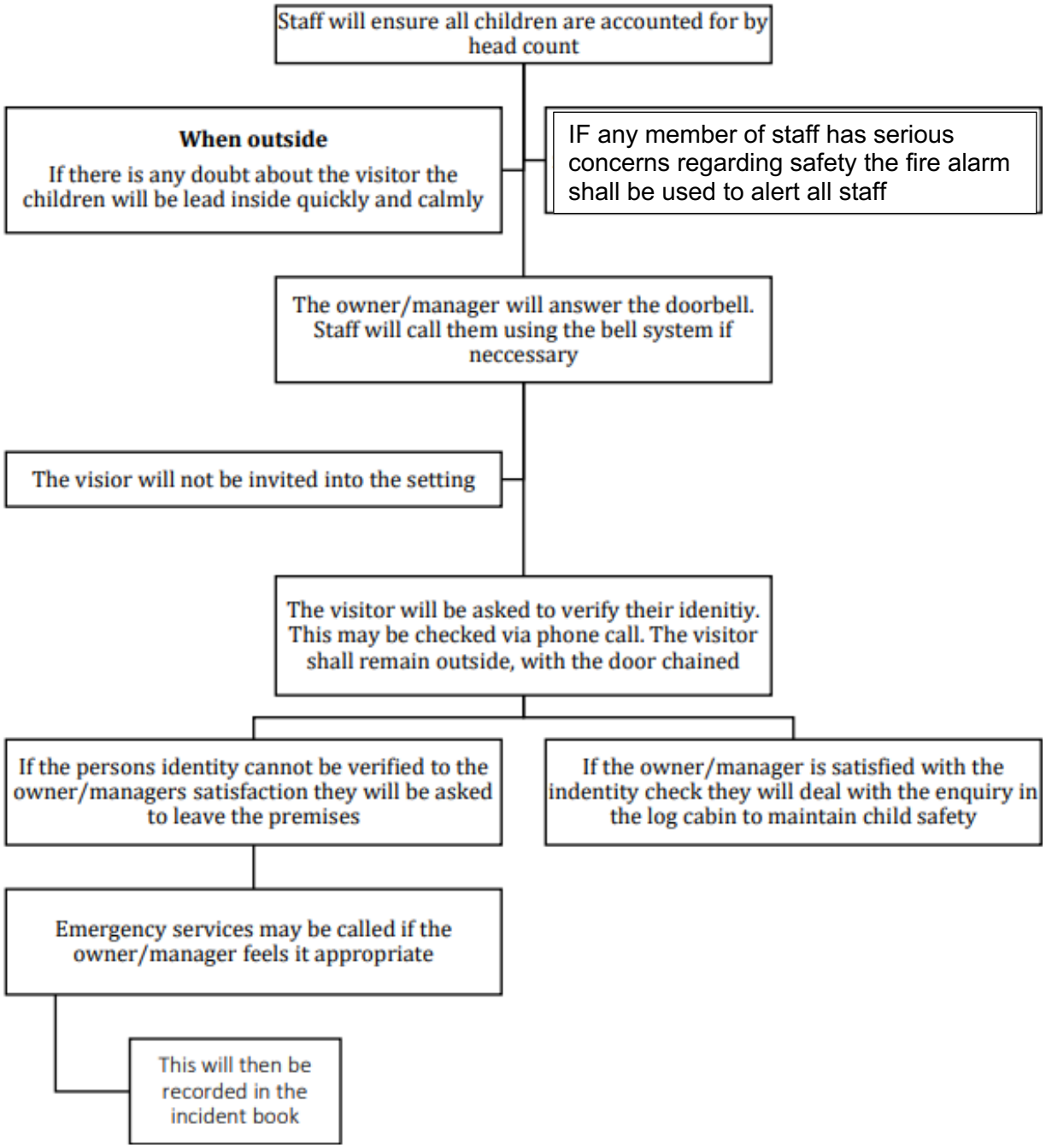
**Security**

- The doors to the setting are locked so visitors cannot gain access unaccompanied.
- Parents, visitors and students are reminded not to hold doors open or allow entry to any person, whether they know this person or not.
- The pre-school will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents. The police may be called in these circumstances.

**Expected Visitors**

1. Visitors are asked to ring the Hut number upon arrival. Tel: 01737 555608 Mob: 07429 099608
2. The visitor will be met at the gate by a member of staff and their identification will be checked in necessary. Staff should phone the person's organization to confirm their presence if there are any concerns. If there is any doubt then the person will not be allowed into the main building and the manager will be called.
3. The visitor will be let into the main building where the visitor book is completed. If applicable they should wear their own ID badge.
4. Visitors are asked to turn their phone off and smart watches should be removed. Personal items are to be stored in the cupboard.
5. Visitors are accompanied by a staff member at all times.
6. When leaving the visitor is to sign out of the visitor book and collect their belongings.
7. They will be accompanied to the gate by a member of staff and the gate will be locked behind them.

## Unexpected / Unknown Visitor



# Whistleblowing

All staff, parents/carers can raise concerns about poor or unsafe practice and potential failures in the Pre-school safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Staff Behaviour Policy, are in place for such concerns to be raised with the Manager.

If a staff member feels unable to raise an issue with the Manager or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- LADO Local Authority Designated Officer 0208-760-6400 ext. 24334
- The NSPCC whistleblowing helpline: Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday and 9:00 to 18:00 at weekends or email help@nspcc.org.uk.
- Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH
- The Owner: Jennifer Utting
- Ofsted provides guidance on how to make complaints about a childcare provider: Complaints procedure - Ofsted - GOV.UK

**What is whistleblowing?**

Whistleblowing is a term used when someone wishes to raise concerns about malpractice in their organisation, and the cover up of any of these. This is different from a complaint or grievance. It only applies when you have no vested interest and you are acting as a witness to misconduct or malpractice that you have observed.

**What to do if you have a concern**

All concerns will be treated sensitively and with due regard to confidentiality and, where possible, every effort will be made to protect your identity if you so wish. Nevertheless, this information will need to be passed on to those with a legitimate need to have this information and it may be necessary for you to provide a written statement or act as a witness in any subsequent disciplinary proceedings or enquiry. This will always be discussed with you first.

This policy encourages you to put your name to your concern whenever possible. Please note that: . Staff must disclose the information in good faith.
. Staff must believe it to be substantially true.
. Staff must not act maliciously or make false allegations. .
Staff must not seek any personal gain.

You must make a disclosure “in the public interest”; and in the circumstances it must be reasonable for you to make the disclosure. If there is an issue of an exceptionally serious nature which you believe to be substantially true, then you may disclose the issue to someone other organisation such as police.

# Whistleblowing

Step 1:

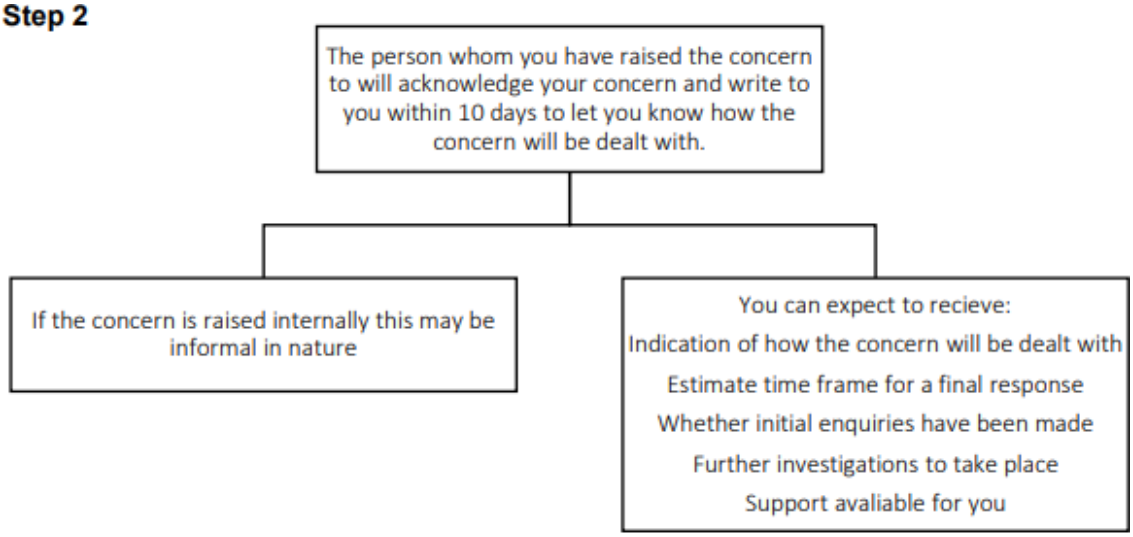
A concern should be raised with the manager initially. This can be in writing or verbally in a meeting. Should the concern be about the manager contact the Deputy.

Staff may contact:

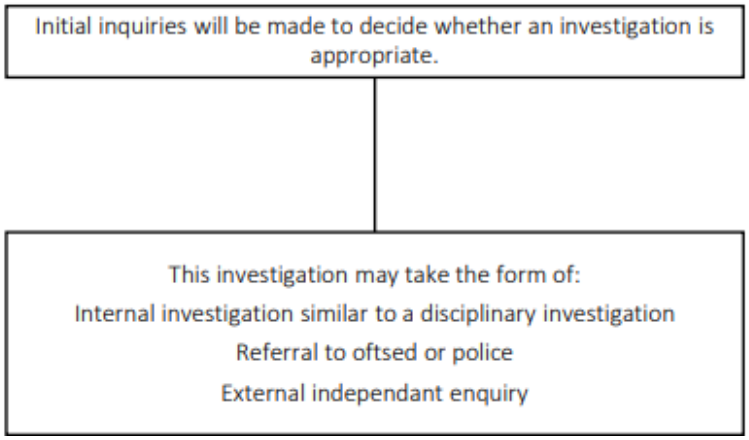
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- Ofsted provides guidance on how to make complaints about a childcare provider: Complaints procedure - Ofsted - GOV.UK

Staff are not expected to prove beyond all doubt the truth of the concerns, but you will need to demonstrate there is sufficient evidence or reasonable grounds to raise them.

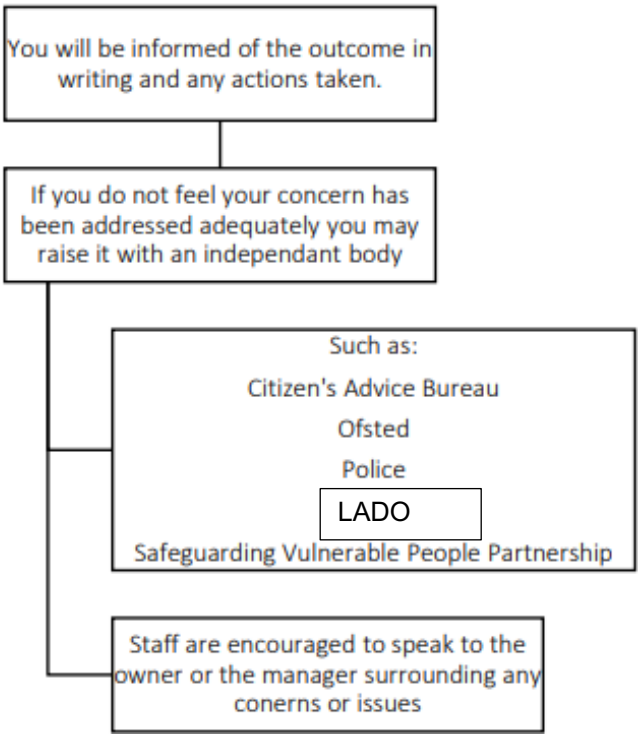
**Step 2**




**Step 3**



**Step 4**


You will be informed of the outcome in writing and any actions taken.
If you do not feel your concern has been addressed adequately you may raise it with an independant body
Such as:
Citizen's Advice Bureau
Ofsted
Police
LADO
Safeguarding Vulnerable People Partnership
Staff are encouraged to speak to the owner or the manager surrounding any conerns or issues

# Working in Partnership with Other Agencies

We work in partnership with local and national agencies to promote the well-being of all children at Butterflies Pre-School. We will never share any data with any organisation to use for their own purposes.

- We work in partnership with local and national agencies to promote the well-being of children.
- Procedures are in place for sharing of information about children and families with other relevant agencies.
- Information shared by other agencies with us is regarded as third party information.
  - This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents.

**See Information Sharing Policy, Safeguarding and Child Protection Policy and Record Keeping Policies**

# Welcome to Butterflies!

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Butterflies
Toddles &
Nature Pre-School