

Welcome to Haylands Pre-school a Rights Respecting setting

Haylands Pre-school has been operating for over 40 years on the island. In 2006 we moved into the Static Huts within the St. George's Primary School grounds. In 2008 with the aid of Dorset County Council and Early Years and Childcare Services, we were provided with our own purpose built pre-school in the same location.

Although we are situated on the school premises, this does not automatically ensure your child's registration at the school. October of the year prior to your child's entry to school, we liaise with St. George's Primary to issue you with registration forms. These can then be completed online or by post direct to the Admissions Department at Dorset County Council.

We are offering good quality childcare and early education, by providing educational experiences in a safe and friendly environment, to enhance your child's individual skills and encourage social integration by learning through play. This is achieved through a variety of balanced, stimulating activities appropriate to their current stage of development.

Haylands values and respects different racial origins, culture religions, abilities and positively encourage both sexes to participate in all activities. Each child is regarded as an individual.

RIGHTS RESPECTING AWARD

In July 2012 we were recognised as being a Rights Respecting Pre-School. We will continue to work with UNICEF to promote United Nations Convention on the Rights of a Child. Throughout the Prospectus we have matched Articles from the UNCRC with key areas of the Prospectus. This includes:-

Article 1 - Everyone under 18 years of age has the rights in this convention.

Article 2 -The convention applies to everyone under 18, whatever their race, religion, abilities, whatever they think or say, and whatever type of family they come from.

At present, we have 10 members of staff, as follows:-

Pre-school Manager	Julie McNally Early Years Teacher-15 years experience Sept 17
Deputy Manager	Debbie King Foundation Degree - 13 years experience Sept 17
Breakfast Assistant	Sally McHale NVQ 2- 20 years experience Sept 17
Assistant	Sarah Cranny NVQ 3- 10years experience Sept 17
Assistant	Debby Read NVQ 3 - 9 years experience Sept 17
Assistant	Janet Kench NVQ 2- 6 years experience Sept 17
Assistant	Lydia Harvey NVQ 3 -6 years experience Sept 17
Assistant	Alex Karali NVQ 3-4 years experience Sept 17
Assistant	Laura Coles NVQ 3 -1 years experience Sept 17
Assistant	Tammi Bradbury start date May 2016

All staff are qualified in First Aid which is updated every three years. Training is an ongoing and important part of Pre-school. Haylands and Ofsted go through many checks, including a DBS, before they can be employed at Pre-school.

Parents and carers are always welcome to visit Haylands. Our doors are always open and we work in partnership with you for the benefit of your child.

Should you need to contact Haylands outside term time do not hesitate to contact Julie McNally on 01305 . 861428.

WEB SITE

The pre-school web site address is:

www.haylandspreschool.co.uk

The site contains information, pictures and links to Ofsted, and other agencies. We only put on pictures that the children have painted or drawn. We do not include any photographs unless they are from a special event, with the parents/carers permission.

COMMITTEE

Haylands has a committee that is made up of parents/carers. Each year they are elected at the AGM, which is held in the autumn term. The committee is made up of Chairperson, Treasurer, Secretary and Committee Members. Regular meetings are held to ensure the smooth running of Haylands, and ongoing fundraising. A list of the committee is available within the pre-school for your information. At present, the Chairperson is.

CHAIR PERSON	-	JENNA NICHOLLS
DEPUTY CHAIR PERSON	-	CHRIS SUTTON
TREASURER	-	CHRIS SUTTON
SECRETARY	-	EVA JACKSON
COMMITTEE MEMBERS	-	SALLY SMITH
		CATHERINE BENNETT
		SAMANTHA COLE
		AYEISHA CARTER
		CARLY ALLEN

All committee members have to sign confidentiality agreements, complete DBS checks and register with OFSTED upon commencing their role as a member of our committee.

ADMISSIONS

Haylands Pre-school is registered for a maximum of 40 children per session. The regulations for child to adult ratio are 1 adult to every 8 children ages 3 . 5 and 1 adult to every 4 children for ages 2 . 3. This is maintained throughout all indoor and outdoor activities. Ratios are higher at times of special events or outings to ensure safety.

Children can attend Haylands from 2 yrs 6 months. We would encourage children to preferably be toilet trained although we do have facilities to accommodate nappy changing.

Initially we recommend 2/3 sessions, for your child to maintain continuity and stability. Extra sessions can be discussed with the Pre-school Manager, or Deputy Manager.

In the event of a waiting list, admission will be decided after consideration of age, sessions already attended and time on waiting list.

Upon your child's admission, you will be asked to complete a detailed Registration form. This will be kept confidential at all times. **Please keep us informed of any changes as they occur.** We will issue a termly review for any changes in information given upon registering your child.

SETTLING IN AND ATTENDANCE

We recognise that not all children will settle straight away at pre-school, therefore we take into account the child's emotional and social development, and we may suggest that we think it necessary for you to stay with your child for the first few days, to settle him/her in. If you would prefer to do this then please discuss with the staff.

Most children settle within the first five minutes and it is usually the parent/carer who is the most upset, but please be reassured that we do not like to see the children upset, so therefore we will try whatever we feel necessary to settle the child in, and help them enjoy Pre-school. We will be guided by you as to whether you wish to stay with your child or not.

For the first few sessions, the children will be helped with toileting but will be encouraged to become independent during the following weeks.

Perhaps your child would like to bring his/her toy or teddy along to Pre-school. We will take care of them, but we do find that sometimes this reassures a child.

As some children take longer to settle than others good attendance is essential. This will enable children to quickly become familiar with the setting, staff, other children and the routines in place. If the management has concerns regarding poor attendance then a discussion will be held with parents. We will endeavour to support all families where there is a concern regarding attendance. If a child continues to be absent from pre-school and no explanation has been given (sickness, holiday etc) and we are unable to contact parents/carers we may have no alternative but to contact children's services to discuss our concerns.

We prefer children not to wear jewellery especially necklaces, as they can be dangerous in play. In addition, stud earrings are safer than hoops and drop earrings.

Parents/carers are always welcome to come in and discuss any worries they may have regarding their child settling in.

THINGS THAT MAY HAPPEN TO YOUR CHILD ON STARTING PRE-SCHOOL

1. *Turn into a tired monster.*
2. *Catch all childhood ailments.*
3. *Claim they have done nothing all morning.*
4. *May regress in toilet habits.*
5. *May pick up colourful interesting language, we DO NOT teach it.*
6. *Cry or get upset when you leave and return. (Anytime within the first two weeks) Do not worry we will cuddle and reassure them.*

WAYS YOU CAN HELP US.

1. Collect your child on time, very upsetting if you do not.
2. Coughs and sneezes spread diseases, please keep yours at home.
3. Teach them to flush the toilet and wash their hands automatically.
4. Teach them to wipe their nose or ask for a tissue.
5. Dress them in clothing they can manage themselves.
6. Teach them to recognise their own name labels, whatever sort you chose.
7. Find out what they actually like to eat before you pack their lunch box.
8. Back us up with good manners and keep your language clean and polite in front of the children.
9. Take a deep breath before you charge in, guns blazing when your child tells you a horror story, they may have told us something equally horrific about you.
10. Come in and talk to us should you have a pre-school problem with your child.

IF YOUR CHILD HAS BEEN SICK OR HAS HAD DIARRHOEA, THEY MUST BE KEPT AWAY FROM PRE-SCHOOL, AND SHOULD NOT RETURN UNTIL THEY HAVE HAD A CLEAR 48 HOURS, ON RECOMMENDATION OF CHILDREN'S SERVICES GUIDELINES.

OPENING TIMES - termly.

Monday	-----	Friday	Mornings	-	9.00a.m.	--	11.30a.m.
			Afternoons	-	12.30p.m.	--	3.00p.m.
			Lunch club	-	11.30a.m.	--	12.30p.m.

Term dates will be put on the notice board, and in newsletters.

LUNCH CLUB has proved a valuable part of Haylands routine, and also the children socialise at

lunch time and it prepares them for lunch time at school. At Haylands we promote healthy eating, and therefore we would ask you to bear this in mind when preparing lunch boxes. Please do not put sweets in lunchboxes. **No nuts or nut related snacks, due to allergies.** Some tips for the summer months, are freezing a carton of juice to act as a cool block, or buy a small cool block. During the morning and afternoon session we provide snack. Following our healthy eating we provide milk or water. Healthy snack e.g. fruit, vegetables, breadsticks, cereal etc.

BREAKFAST CLUB/AFTER SCHOOL CLUB –This is open to children between the age of 2years 6 months . 11 years.

Breakfast club ----- 7.00a.m. . 8.45a.m.

After school Club ----- 3.15pm - 6.00p.m. (This is broken down into hours; further details are in our breakfast/after school club prospectus.

FEES

Fees are payable on the first day of attendance for the whole of the weeks sessions. BACS or childcare vouchers are preferred but cash can be paid. Prompt payment is essential as we depend on this to remain open. Your child will be given a cash bag, with their name on it, so that you can enclose fees and your receipt will be returned to you in the cash bag.

Should fees remain unpaid for a period of two weeks without informing the Pre-school Manager, it will be assumed that the space is no longer required, and it may be allocated to another child. However you will still be responsible for the fees due.

If your child is sick or on holiday, full fees must be paid. It is very important to advise the Pre-school Manager of sickness or leave, otherwise it will be assumed that after two weeks absence, you will no longer require the space and it will be allocated to another child. Special circumstances may be taken into account after discussion.

Termination of sessions

Should you no longer require your child's place at pre-school, we ask for at least two-weeks notice.

All Pre-schools on Portland work in unison and therefore should your child leave with outstanding fees and register in another pre-school on the island, you will be asked for fees to be settled with us before registering. This also applies if you register at Haylands and owe money to another Portland Pre-School, we will ask that you settle these fees before a space can be offered.

Fees from Sept'16	£7.50	Per morning session
	£7.50	Per afternoon session
	£3.00	Full lunch
	£18.00	Full day

These fees are reviewed each September, or at the decision of the pre-school committee.

Please remember it is embarrassing for a member of staff to have to ask for arrears and we would like you to understand that pre-school cannot survive and staff cannot be paid if fees are not paid up to date.

Article 26 . The government should provide extra money for the children of families in need.

If your child is booked into either breakfast/ after school club or holiday club and your child does not attend and we have not been given prior notice we will have no alternative but to charge for the session. By making us aware that your child will not attend will also ensure we are not looking for them in the school. Thank you for your cooperation.

Working Tax Credit can help with pre-school fees.

If you do fall into difficulty with your fees, please come and discuss this with the Pre-school Manager, as there may be ways we can help or advise.

If a child is late being collected at the end of session then fees will be added to the following week's bill. Please refer to late pick-ups policy.

FREE EARLY LEARNING AND CHILDCARE FUNDING

We are part of the Early Learning and Childcare Funding scheme. The government is constantly changing the funding criteria, but at present, your child will be eligible for the funding the term after their third birthday. Terms are January, April and September.

The funding entitlement was increased from September 2009 to 15 hours per week, for 38 weeks of the year. The criteria is that the minimum hours in a day is 2hrs (in one block), and maximum hours in a day is 6 hrs (12 hours in total if over 2 days) Therefore you can use the funding towards lunch sessions. Also you can only have a maximum of 2 providers. To guarantee 15 hours per week it is advisable to inform the Pre-school as soon as possible of which hours you would prefer. In some cases your child may be eligible for 2 year old funding or Early Years Pupil Premium (for three year olds). This is dependent on individual circumstances for example working tax credits or if your child is adopted, in care etc. This additional funding is used within the setting and will have a positive impact on your child's learning. You can check on www.dorsetforyou.com to see if you may be able to claim.

From April 2017 the entitlement for some children will increase to 30 hours funding per week. This is for parents to check eligibility and complete. This can be completed using the www.dorsetforyou.com website and searching for 30 hour childcare funding. If your family are eligible you will be given a code number which you will need to bring into pre-school. All children will continue to receive 15 hours government funding if not eligible for the 30 hours increase. 30 hours free childcare can be taken up to 38 weeks a year, but it is possible to stretch your entitlement by taking fewer hours over more weeks of the year. Dorset parents eligible for 30 hours of free childcare will also be the first who can apply for [Tax-Free Childcare scheme 2017](#), another government scheme to help parents pay for childcare. They can apply for all their children aged up to 12 years (17 if the child has a disability).

DUE TO HIGH NUMBERS OF CHILDREN ON THE REGISTER WE WILL NOT BE OFFERING THE FULL 30 HOURS OF CHILDCARE FUNDING.

Top up Fee

The Early Learning and Childcare Funding Scheme covers 38 weeks in total. Should pre-school be open for longer than 38 weeks top up fees will apply. We therefore will charge for the additional weeks, which are not covered by the funding. This is in accordance with the Early Learning and Childcare Funding regulations. You will be advised when this is necessary. The amount will be notified to you and the option to spread payment over the length of the term instead of at the end. Any queries, please ask.

CURRICULUM

Article 3 . All organisations concerned with children should work towards what is best for each child.

Article 28 . Children have a right to an education.

We will ensure that the planning, implementation and evaluation of the Curriculum reciprocate the principles of the equalities policy and procedures.

Our aim is to prepare children at Haylands for entry into School by providing the basis for later studies in School and beyond. We use the appropriate equipment and activities relevant to the varying abilities of Pre-school children and all activities follow the Early Years Foundation Stage curriculum.

Our main element of curriculum is FUN

- Use language to communicate with others.
- Learn to listen and respond.
- Recognise the use of written language to carry information and ideas.
- Make comparisons in materials/objects and to make predictions about them and recognise similarities and differences.
- Understand simple ideas of weight, length, volume, etc.
- Name shapes and colours
- Acquire the awareness of numbers.
- Find ways of handling problems
- Use their senses to explore the world around them and living things in it.
- Acquire the skills and co-ordination for handling implements, particularly those needed for writing and drawing.
- Learn respect for all people including those from different backgrounds, races, cultures and abilities.
- Appreciate and enjoy the process of learning.

Article 31 . All children have a right to relax and play, and to join in a wide range of activities

Children are constantly learning through play. They discover through exploring, observing, listening and talking. We provide enough variety for children to achieve a balance between doing things on their own (free play) and being organised (structured play).

In September 2012 a new EYFS curriculum was developed. There are seven statutory Early Learning Goals (detailed below), which establish expectations for most children to reach by the end of the Early Years Foundation Stage (end of reception year at school). They provide the basis for planning throughout the EYFS, laying secure foundations from birth for future learning. By the end of the EYFS some children will have exceeded the goals. Other children, depending on their individual needs, will be working towards some or all of the goals.

In addition to the seven areas in the EYFS we will also observe how the unique child reaches out to relate to people and things through the **characteristics of effective learning**, which move through all areas of learning. This includes

- Playing and exploring
- Active learning
- Creating and thinking critically

The seven areas are split into three **prime areas** (Personal, social and emotional. Communication and Language and Physical development) and four **specific areas** (Literacy, Mathematics, Understanding the World and Expressive arts and design) as follows: -

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- ◆ Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to other's needs and feelings, and form positive relationships with adults and other children.
- ◆ Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help
- ◆ Children talk about how they and others show feelings, talk about their own and other's behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

COMMUNICATION and LANGUAGE

- Children listen attentively in a range of situations. They listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- Children follow instructions involving several ideas or actions. They answer *how* and *why* questions about their experiences and in response to stories or events.
- Children express themselves effectively, showing awareness of listeners needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their narratives and explanations by connecting ideas or events.

PHYSICAL DEVELOPMENT

- Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

LITERACY

- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
- Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others phonetically plausible.

MATHEMATICS

- Children count reliably with numbers from one to twenty, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems including doubling, halving and sharing.
- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes, and use mathematical language to describe them.

UNDERSTANDING THE WORLD

- Children talk about their past and present events in their own lives and in the lives of other family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities between themselves and others, and among families, communities and traditions.
- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environments and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.
- Children recognise that a range of technology is used in places such as homes and school. They select and use technology for particular purposes.

EXPRESSIVE ARTS AND DESIGN

- Children sing songs, make music and dance and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour. Design, texture, form and function.

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

If you wish to discuss this further you are always welcome to see your key worker.

The seven learning areas are split into assessment areas as follows: -

Personal, Social and Emotional Development

- Making relationships
- Self confidence and self awareness
- Managing feelings and behaviour

Communication and Language

- Listening and attention
- understanding
- speaking

Physical development

- moving and handling
- health and self care

Understanding of the World

- people and communities
- the world
- technology

Literacy

- reading
- writing

Expressive arts and design

- exploring and using media and materials
- being imaginative

Mathematics

- numbers
- shape, space and measure

Every Child A Talker (ECAT)

We as a setting were approached by Early Years to take part in a project, promoting children's language and communication skills through every day fun and interesting experiences. This project is overseen by Debbie King, working in conjunction with Early Years Advisors.

OBSERVATION AND RECORD KEEPING POLICY

<p>ADHERING TO THE DATA PROTECTION ACT 1998 AND FREEDOM OF INFORMATION ACT 2000</p>
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At Haylands, we observe the children and record their progress on a day-to-day basis, following the Early Years Foundation Stage (ages 0 - 5). Helping us identify the stage of the child and evaluate accordingly. Action plans are drawn up from the evaluations, if needed.

The areas observed are as follows:-

PRIME AREAS:-

- Communication and language development.
- Physical development
- Personal, social and emotional development

SPECIFIC AREAS:-

- Literacy development
- Mathematics development
- Understanding the world development
- Expressive arts and design.
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The observation process is that all children should have a good understanding of the PRIME AREAS in order to achieve the SPECIFIC AREAS of the Early Years Foundation Stage (EYFS). more information on the EYFS can be accessed via www.foundationyears.org.uk website)

There are three characteristics of effective teaching and learning and they are:

- Playing and exploring . the children investigate and experience things and have a go+
- Active learning . children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically . children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The observations are reviewed and evaluated at regular staff meetings. Your child will be given a keyworker who will be responsible for their observations and records, and feedback with parent/carer. The keyworker will then make Senco of the setting aware if the child needs additional support.

We now use Tapestry+online observations for our children's learning journeys. This is an interactive way of observing through the EYFS areas of learning, and allows instant two way feedback between the keyworker and parent. Upon a child starting a consent form is completed and signed agreeing for both individual and group photographs to be used. The Manager views all observations prior to being downloaded onto Tapestry.

Parents are encouraged to add observations which children complete outside of the setting. This not only gives us a picture of the child outside of the setting but also allows us to link observations that they are achieving at home which may not be seen within the setting.

In addition to online observations all children will still have a folder displaying artwork and paper copies of the EYFS, which will be given to your child when they leave Haylands.

Photographs of your child at play will be displayed within the setting. When your child leaves Haylands if these photographs only contain your child then this will be given to you. If however there are several children included in the photographs then they will be shredded, adhering to Data Protection Act.

A parent's consultation time will be held twice a year so you are able to discuss any concerns you or we may have. However in line with the Freedom of Information Act these observations are accessible for parents/carers to access, at all times. Please ask member of staff for help.

If a child attends more than one setting, or childminder, then we as a provider must enable a regular two-way flow of information with parents and/or carers, and between each provider, on the progress of the child, with Parents/carers written consent. This can also be achieved through Tapestry.

At the end of the summer term the parent will be asked to sign and give permission for a transition sheet to be forwarded to the relevant school. This will include an overview of your child's progress and any information we feel may be relevant for the smooth transition of your child into school.

Progress Check at age two

When a child is aged between two and three, we review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check will identify the child's strengths, and any areas where the child's progress is less than expected. This information is then passed to Health visitor (with parent consent)

ADHERING TO 3.26, 3.67, 3.68, 3.72 OF EYFS WELFARE REQUIREMENTS

FREEDOM OF INFORMATION POLICY

ADHERING TO THE FREEDOM OF INFORMATION ACT 2000 AND DATA PROTECTION ACT 1998

In accordance with the Freedom of Information Act, parents/carers have the right to view their child's personal records and relevant paperwork at any convenient time.

All children will have their own box file for access of the parent and on the outside of this box will be your child's keyworker. Therefore if any parent/carer wishes to discuss their child's progress between parent consultations, they can arrange this with their keyworker. The wellbeing of the child will only be discussed with the persons with parental responsibility, as on registration form, unless we have written permission from the parent as to whom we can share this information with.

The manager or deputy manager will also be available to discuss issues regarding their child's progress

All staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. Parents and/or carers have access to all records about their child, providing that no relevant exceptions apply to their disclosure under the Data Protection Act 1998

Personal records of children are kept in a secure locked cabinet following Data Protection Act 1998.

ADHERING TO 3.67, 3.68, 3.69 OF EYFS WELFARE REQUIREMENTS

EQUALITY POLICY

Article 7 . All children have the right to a legally registered name, the right to a nationality and the right to know and, as far as possible, to be cared for by their parents.

Article 23 . Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

Article 30 . Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

ADHERING TO THE EQUALITY ACT 2010, & CHILDREN ACT 1989 & 2004
AND COUNTER TERRORISM AND SECURITY ACT 2015.

Haylands is an Accredited Rights Respecting Pre-school.

In 2015 British Values has been highlighted within the EYFS and as an accredited Rights Respecting setting we are constantly striving to implement additions and changes to our practice, therefore we will be following the four fundamental areas of British Values which are:-

1. Individual liberty

Children are actively encouraged to make their own choices. We provide opportunities for all children to develop independence and self esteem. We encourage children to recognise their success and praise is always given both verbally and through stickers, certificates, mini teacher etc.

2. Mutual respect and tolerance

Haylands pre-school is an inclusive setting for all service users. Children are encouraged to take turns and share resources. All children and their families' beliefs will be respected and supported when necessary.

3. Democracy

Children at Haylands are constantly involved in decision making and are always encouraged to express their feelings, opinions and ideas. Children are aware that they have a voice and that their voice will be heard.

4. Rule of law

Boundaries are in place at Haylands and all children are aware and reminded of these on a regular basis. Through Rights Respecting we developed our rules and responsibilities with the children's input. We ensure that staff are positive role models within the setting.

We will implement individual liberty for all children by

- Encouraging children to develop their self knowledge and increase their confidence
- Provide a range of activities for children to understand feelings and differences
- Build on children's self esteem through individual job roles

We will implement Mutual respect and tolerance for all children by

- Incorporating inclusivity and equality for all
- Respecting all cultures
- Provide resources which promote equality
- Challenge negative stereotypes

We will implement democracy for all children by

- Encouraging children to be involved in decision making
- Involving parents to take part in decision making
- Talk about personal feelings.

We will implement rule of law for all children by

- Encouraging children to understand and support their feelings
- Develop an awareness of boundaries
- Continue working as a Rights Respecting setting.

We encompass respect for equality and diversity. We will respect all individuals providing equality of opportunities for all, to reach maximised potential.

Haylands believes that no child, individual or family should be excluded from the pre-school. If a parent/carer has difficulty with bringing their child to pre-school due to transport issues, then they may be able to get help with funding towards the cost of taxis etc. This however is for the parent to arrange and not the pre-school. This can be done via Early Years and Childcare Service . 01305 228444 (formally known as Sure Start)

Haylands **ENCO-ORDINATOR is Debbie King** who is on hand to support with equality and diversity within the setting.

This policy also applies to staffing.

We recognise that many different types of family successfully love and care for children. Staff recognise that not all children live with two parents, and care must be taken to avoid causing distress, especially on Mothers/Fathers day.

We will provide a wide selection of anti-discriminatory materials and equipment that positively enhance play opportunities and activities in line with the Curriculum, therefore we acknowledge positive awareness of Diversity and Equality incorporating different faiths, beliefs or non-belief, and will implement this in our curriculum with parent consent.

For children whose home language is not English, we will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their development at home. The children will have sufficient opportunities to learn and reach a good standard in English language during the EYFS. This can be supported by a diary which will be a two way learning the language of the week diary, for child and staff.

We ensure that all provision accommodates the needs of individuals to be able to communicate effectively:- Makaton sign language, multi-lingual books, Persona dolls Etc.

We also have the facility to translate all information into different languages to help with families that home language is not English.

We can also access agencies and support to help with diversity within the group, including support from Health Visitor and Early Years Advisor

Discriminative behaviour and remarks are unacceptable in Haylands.

The Prevent Duty was introduced into settings September'15 including British Values and full information can be found in the Safeguarding Policy.

ADHERING TO 3.67 OF THE EYFS WELFARE REQUIRMENTS (ALSO INCORPORATING 1.8 OF THE LEARNING AND DEVELOPMENT REQUIREMENTS)

CONFIDENTIALITY POLICY

ADHERING TO THE DATA PROTECTION ACT 1998, CHILDREN ACT 1989 & 2004 & WORKING TOGETHER TO SAFEGUARD CHILDREN 2015

Following updates to the Data Protection Act 1998 Haylands adheres to this by operating a very strict confidentiality policy. All members of staff sign a confidentiality agreement upon commencing employment, and this reviewed annually. All committee members also have to sign a confidentiality agreement upon joining Haylands Committee.

Any information, which is received about the children, families, or service users of the pre-school, will remain confidential to the relevant members of staff, the manager and deputy manager of Haylands.

Any information, which is received by members of staff, about the setting, or other members of staff, will also remain confidential, unless the management deem it necessary to discuss further, or take action.

All staff are fully aware that they must not discuss any child or family at any time outside of the setting. If staff are approached then they will invite the parents/carers to come into the setting to discuss with the manager or keyworker.

In accordance with our Data protection policy all confidential information is kept in a secure locked cabinet, at all times.

With regard to Safeguarding Children issues and information, please refer to the Safeguarding Children Policy.

INFORMATION SHARING

Article 13 . Children have the right to get and to share information, as long as the information is not damaging to them or others

Sharing information is important as part of an early intervention and preventative service. Early intervention aims to prevent problems escalating and increase the chances of achieving positive outcomes. In some areas there is increased use of multi-agency services, for example, Speech Therapists, Portage.

Where integrated working is through specific multi-agency structures or existing services, appropriate information sharing between these services produces an effective working partnership and benefits the child. We do however need parent/carer consent to involve these agencies, therefore within your registration pack, prior to your child attending Haylands, is a consent form for your signature.

ADHERING TO 3.68. 3.69. 3.70. 3.71 OF EYFS WELFARE REQUIREMENTS.

HEALTH AND SAFETY POLICY

ADHERING TO HEALTH AND SAFETY AT WORK ACT 2005, , COSHH 2002, RIDDOR 1995

It is the policy of the school to comply fully with the requirements of European Community Law, the Health and Safety at Work Act 1974 2005, the management of health and safety 1999 and all other relevant statutory provisions.

Haylands pre-school undertakes to review its Health and Safety policies and risk assessments on an annual basis, or whenever major changes dictate that it is necessary, to prevent danger or harm.

It is the policy of the pre-school and the governing committee to

- Establish and maintain a safe and healthy environment throughout the setting.
- Establish and maintain safe working procedures among staff and children.
- Ensure the provision of sufficient information instruction and supervision to enable all employees and children to avoid hazards and contribute to their own health and safety and to ensure that they have access to health and safety training as appropriate or as when provided.
- Maintain all areas under the control of the committee and manager in a condition that is safe and without risk to health.
- Produce effective procedures for use in case of fire and for evacuating the settings premises.
- Lay down procedures in case of accidents and maintain first aid supplies and accident reports.
- Make children aware of health and safety, so that they can begin to take responsibility and judge risk for themselves.
- Risk assessments to be carried out annually unless major changes take place.
- All employees have a duty to safeguard and promote the welfare of children and act accordingly if concerns arise.

Delegated Health and Safety officer Debbie King

COSHH

Control of Substances Harmful to Health

All harmful substances used within the pre-school are kept in a secure cupboard out of children's reach. There is a list of the substances used and data sheets which are stored in Health and Safety Folder within the pre-school.

RIDDOR

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995

In line with these regulations all accidents and injuries from both children and employees will be recorded and witnessed in the accident book. Any injury will be reported to both the manager and Health and Safety Officer. If there is an incident involving infectious diseases then this will be reported to our local health and safety executive. We will make Ofsted aware of any notifiable diseases within 14 days.

DOGS

Dogs are not allowed on the premises or on the grounds of the school.

SMOKING

There is a strict no smoking policy both within Haylands and surrounding area.

ADHERING TO 3.49, 3.50, 3.51, 3.55.3.63 OF EYFS WELFARE REQUIREMENTS
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SAFEGUARDING CHILDREN POLICY

CHILD PROTECTION POLICY

Article 9 . Children should not be separated from their parents unless it is for their own good, for example if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child. Article 19 . Governments should ensure that children are properly cared for, and protect them
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ADHERING TO CHILDREN ACT 1989 & 2004, WORKING TOGETHER TO SAFEGUARD CHILDREN 2014. CHILDREN AND FAMILIES 2014. COUNTER TERRORISM AND SECURITY ACT 2015
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Haylands Pre-school has a duty to safeguard and promote the welfare of children. From 2015 all staff DBS checks have been updated.

Our designated safeguarding officer Julie McNally and deputy Debbie King attend and keep updated the two day inter agency safeguarding training.

Therefore set out below are our procedures that will be taken should we have reason to believe that a child in our care, is subject to either of the following:

Emotional Abuse – Action will be taken if the management team have reason to believe that there is a severe, adverse effect on behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection.

- The concern will be discussed with the parent/main carer
- Such discussion will be recorded and the parent/main carer will have access to such records.
- If there appears to be any further concerns regarding the circumstances, the matter will be referred to Children's Services and/or the police, in accordance with the local safeguarding children's board procedures.

Neglect - Action will be taken if the management team have reason to believe that there has been persistent or severe neglect of a child, or a child's comments that give cause for concern. (For

example, by exposure to any kind of danger, including cold or starvation) which results in serious impairment of the child's health or development, including a failure to thrive.

- The concern will be discussed with the parent/main carer
- Such discussion will be recorded and the parent/main carer will have access to such records.
- If there appears to be any further concerns regarding the circumstances, Children's Services and/or the Police will be notified, in accordance with the local safeguarding children's board procedures.

Bullying . Action will be taken if the management team have reason to believe that there has been persistent bullying which results in serious lack of self-esteem and self worth, and a withdrawn child.

- The concern will be discussed with the parent/main carer
- Such discussion will be recorded and the parent/main carer will have access to such records.
- If there appears to be any further concerns regarding the circumstances, Children's Services and/or the Police will be notified, in accordance with the local safeguarding children's board procedures.
- With regard to our wrap around care, which caters for children up to 11 years of age, we also raise concerns with the children about protecting themselves from **Cyber Bullying**. As these children may have daily access to the internet, mobile phones etc. they need to be made aware of the safeguards they need to take whilst accessing these. Within the setting we have security in place of any internet access. Children are not allowed to access mobile phones within the setting. With regard to this issue we will follow the above procedure.

Physical Abuse . Action will be taken if the management team have reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is a definite knowledge, or reasonable suspicion that the injury was inflicted, or knowingly not prevented. Also if a child's comments give cause for concern.

- A parent must make a member of staff aware of any injuries or significant bruising that has occurred outside of pre-school. This will then be logged in the bumps and grazes book, by the parent and signed. A member of staff will also sign the book. If a parent fails to inform us of this and marks are noticed then they will be recorded and a phone call will be made to the parent to clarify. This will then be discussed upon collection of the child where a signature will be required. This is to cover the pre-school from re-percussions and also to show that we are doing our duty by safeguarding the children who come to us. If however there is a more significant concern which should remain confidential, then this will be logged in the Incident Book, by the Manager or Deputy Manager. Conversation will be logged and this will be discussed with the parent/carer, where a signature will be required.
- Should the Manager or Deputy Manager have concerns regarding a disclosure they will contact Children's Services for advice without parent/carer discussion
- If there appears to be further concerns regarding the injury, Children's Services and/or the Police will be notified, in accordance with the local safeguarding children's board procedures.
- If a disclosure is made and the parent/carer does not collect the child on that day then the manager will attempt to contact them. If however after 24 hours this has been unsuccessful then the manager reserves the right to inform Children's Services if they have cause for concern.
- Discussion would not happen with the parent/main carer if it were believed this would place the child at risk of significant harm

Sexual Abuse . Action will be taken if the management team have witnessed occasions where a child indicated sexual activity through words/comments, play, drawing, had an excessive pre-occupation with sexual matters, or had an inappropriate knowledge of adult sexual behaviour.

- The observed instances will be recorded.
- Discussion would not happen with the parent/main carer if it were believed this would place the

child at risk of significant harm.

- The observed instances will be reported.
- The matter will be referred to Children's Services and/or the police, in accordance with the local safeguarding children's board procedures.

ESCALATION POLICY

At no time must disagreement prevent a child from being safeguarded. If a member of staff is not getting the response they feel is appropriate, then we will follow the Dorset Safeguarding Board's Escalation policy and procedure. This provides the procedures to be followed when disputes cannot be resolved through discussion and negotiation between practitioners at front line level.

This procedure is made up of four stages:

Stage One . Preventing Disputes

Stage Two . Informal Dispute Procedure

Stage Three . Formal Dispute Procedure

Stage Four . Where Disagreements Remain

Sometimes Significant Harm will be a single traumatic event, but more often it is an accumulation of significant events, both acute and longstanding over time, such as in situations of persistent neglect. There are no absolute criteria in making judgements regarding children's wellbeing.

Practitioners are encouraged to professionally raise concerns and escalate those concerns with other agencies, if they feel in their judgement that a child's needs or safety are being overlooked, then the [Escalation Policy](#) would be followed.

THRESHOLD TOOL

This is a tool for everyone to use to support inter-agency working, information sharing and common assessment. This tool will support improved understanding of Family Support Services provided by Dorset County Council. It also allows for the signposting of referrers to additional specialist services not provided by Family Support but by partners.

The threshold tool provides consistency for professionals working across geographical areas. This dynamic model provides a needs led, outcome focussed matrix of need and vulnerability which, when used effectively can match the child/young person's needs with the appropriate assessment and provision.

Haylands would use the Threshold Tool when the situation arises.

PREVENT DUTY . in accordance with the Counter Terrorism and Security Act 2015

Haylands Preschool believes that safeguarding children is paramount, under the new guidance released in July 2015 called 'The Prevent Duty' we will take due regard to the needs to prevent children and families being drawn into terrorism.

People who are vulnerable to becoming involved in terrorism can be of any group, age, faith, ethnicity or background. Many factors are involved with a person who may become vulnerable to becoming involved in terrorism, these include:

- Peer pressure
- Influenced from others
- Internet
- Bullying
- Crime and/or antisocial behaviour
- Family tensions
- Race and hate crimes
- Lack of self-esteem or identity
- Personal or political grievances.

The key person approach allows us to have an understanding and bond with our children and their families, with this in mind we may often be the first to see any changes in behaviour, demeanour or personality in children and/ or families. We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. We will be aware of the online risk of radicalisation through the use of social media and the internet.

We will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the local area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

We will ensure that our Designated Safeguarding Officer will undertake Prevent awareness training so that they can offer advice and support to other members of staff. All staff will be trained and informed, enabling them to identify children who may be at risk of radicalisation. We will ensure that our staff understand the risks so that they can respond in an appropriate and proportionate way. As with managing other safeguarding risks, our staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. We will support families who raise concerns providing support and signposting to them ensuring they can access the right support mechanisms.

We will follow existing safeguarding procedures to ensure a comprehensive risk assessment and referral process is followed, working in partnership with our Local Authorities and Local Safeguarding Children's Board for guidance and support. Concerns will be raised and discussed with the designated safeguarding officer, and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support. On occasion we may seek support from our local police force or use the non-emergency number, 101 to gain access to support and advice and/ or raise concerns by email to counter.extremism@education.gsi.gov.uk. Please note that these measures **must not** be used in emergency situations, where you deem a child to be in immediate danger or need. Safeguarding referral procedure must be followed in this case.

We will make a referral to Channel if we deem a child and/ or their family are:

Engaged in an ideology, this is sometime referred to as psychological hooks, these include the person's needs, their susceptibilities, their motivations and influences.

Intent- meaning those that show that a person is ready to use violence to promote their view or achieve their aim.

Capable- a person who has the capability to cause harm using specific skill sets, accessible resources and/ or networks.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for practitioners to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

British Values

We will promote fundamental British values through the standards of learning set out in the statutory framework of the Early Years Foundation Stage for learning, development and care for children from 0-5, with a particular focus using personal, social and emotional development and understanding of the world. Staff will actively promote an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. Any diversity resources used in the nursery will be age appropriate and staff will have the knowledge and confidence to use the resources effectively creating a diverse acceptance. PLEASE REFER TO THE EQUALITY POLICY FOR MORE INFORMATION

Inappropriate staff behaviour.

Inappropriate behaviour displayed by other members of staff or by any other person working with the children E.g. inappropriate sexual comments, excessive one to one attention beyond the requirements of their usual role and responsibility or inappropriate sharing of images.

All staff are aware of the need for discretion and professionalism outside of the setting including social networking sites.

PLEASE NOTE:

There are exceptions to the above procedures, if any child is thought to be in immediate danger, Haylands management will contact Children's Services and/or the police immediately.

Our primary responsibility is the welfare and well being of all children in our care. We therefore have a duty to the children, parents/main carers and staff to act quickly and responsibly in any instance that may come to our attention.

- Haylands has a duty to report any suspicions about abuse to Children's Services whether this stems from allegations against staff, carers or the general public. The Children Act 2004 (Section 47(1)) places a duty on Children's Services to investigate such matters. Haylands will follow the procedures set out by the local safeguarding children's board procedures.

All staff at Haylands have Safeguarding Children training. **Our Safeguarding Children Officer is Julie McNally (Debbie King is deputy safeguarding officer)** who will take the lead in dealing with any concerns raised initially, and will then decide whether to take advice from Children's Services and/or the police. Discussions will take place with parent/main carer before such action unless it was believed this would place the child at risk of significant harm. An allegation of child abuse and/or neglect could lead to a criminal investigation, so staff will not do anything that may jeopardise a police investigation, for example, ask a child leading questions or attempt to investigate the allegations of abuse.

Children's Services take the lead role in enquiring about child protection issues relating to the child whilst the employer retains the responsibility for disciplinary actions relating to staff member, volunteer or carer.

Should an allegation be made against a member of staff or volunteer regarding safeguarding children issues the procedure for this would be

- Allegation or incident recorded discussion with Designated Safeguarding Officer who will contact Children's Services for advice and direction. The incident will be reported to Ofsted.
- The incident will be reported to the Committee chairperson
- The committee chairperson will decide how far to discuss it with the accused member of staff without involving outside agencies, bearing in mind that a safeguarding allegation and, or neglect could lead to a criminal investigation.
- If there appears to be further concerns then Children's Services and/or the Police will be notified in accordance with the local safeguarding Children's board committee procedures.
- The manager and the committee chairperson will need to decide whether to suspend the member of staff pending investigation.
- Suspension may be considered necessary if, there is cause to suspect a child is at risk or significant harm, or the allegation warrants investigation by the police, or the allegation is so serious that it might be grounds for dismissal.

The suspended person will be suspended on full pay during the period of the investigation. If there is no proof of any misconduct and a suspended person is to return to work, appropriate support will be set up. If the complaint is upheld the staff member would be dismissed on the grounds of misconduct following usual disciplinary procedures.

Ofsted will be notified if Children's Services are investigating a safeguarding children matter related to the group.

MOBILE PHONES: any member of staff or visitor to the setting, including parents are not allowed to use their mobile phone within the pre-school. Should a member of staff see any mobile phone being used within the pre-school, they will ask for the phone to be switched off or put away. All staff keep their mobile phones in their locked cabinets. Only the pre-school mobile phone will be used when going on outings, visits etc.

TABLETS: All staff have tablets for individual key children observations. All staff are responsible for the safety and security of these. Once pictures have been included in observations they are deleted from the tablet, and this is checked by the Manager of the setting. When going on outings, walks etc, a separate tablet is used for taking photographs. All pictures are deleted prior to each outing. These are stored in secure cabinet in the setting. No other cameras will be used in the setting except the pre-school cameras.

GIVING OF GIFTS: at certain times of the year we will be giving your child a personal gift. This will include Christmas and upon leaving pre-school to move on to school. We may also give gifts for other occasions including World Book Day (where all children receive a book). In these circumstances all children are treated equally and receive gifts to the same value.

FACEBOOK

Following new safeguarding guidance all staff are made aware that they must not be friends on Facebook with parents of any child who attends pre-school. Parents are also made aware of this. This is to ensure safety and security to both staff and children.

CONFIDENTIALITY - Haylands Pre-school follows the confidentiality policy drawn up in conjunction with the Data Protection Act. However if it becomes necessary to disclose information concerning a child and/or member of staff (if allegation is made against a staff member) to an outside agency, the following procedure will be followed.

- The consent of the parents/main carers of that child and/or the consent of the staff member for the disclosure will be sought first.
 - If it is believed that obtaining such consent would place a child at risk or significant harm, the disclosure will be made without obtaining consent (bearing in mind the public interest in safeguarding the child's welfare overrides the need to keep information confidential)

Contact numbers:-

Multi Agency Safeguarding hub (MASH) _____ 01202 228866 . this is your main contact in the case of a concern regarding a child's welfare

Your local office :-

**Jubilee Close
Jubilee Retail Park
Weymouth
Dorset DT4 7BG
01305760139**

Email: weymouthsocialcare@dorsetcc.gov.uk

ADHERING TO 3.4, 3.5,3.7 of EYFS WELFARE REQUIREMENTS

SAFETY AND SECURITY POLICY – (part of Safeguarding Children policy)

Ofsted regulations stipulate that the ratio for staff to children are 1-4 for under 3's, and 1-8 for over 3's.

Haylands are fortunate enough to be well above the ratio of staff to children and therefore children are always under constant supervision. We have use of the school playground for outside play which the gates are locked within school hours. We have lockable front doors, which are easily unlocked by staff, therefore not causing a risk in the event of an emergency.

Vulnerable times are at the beginning and end of sessions. Therefore children leave pre-school one by one and are handed over to parent/carer who is collecting them. A few points below which will help.

- On arrival wait for a member of staff to open front doors. Please support your child to hang their coat on their peg and place lunchbox on the floor under your child's peg, lead them into the play room. On collection a member of staff will bring your child to you. A member of staff will be on the front door so that security is upheld on arrival and departure.
- Your child will only be handed over to the person who you have named on the pick up form at registration. In an emergency, and a person who is not on pick up form is sent to collect child, we will request a password.
- If you wish to discuss anything with the Pre-school Manager or we wish to speak to parents, we will ask you to come into Pre-school rather than talking on the doorstep, this helps with confidentiality.

Visitors are asked for ID upon arrival and are requested to sign in the visitor book. Regular visitors to the setting such as Speech and Language, Early Years Advisors, and Assessors, will be required to give CRB/DBS clearance evidence.

ADHERING TO 3.28, 3.29, 3.30, 3.31, 3.32, 3.33, 3.34, 3.61, 3.62, 3.63 OF EYFS WELFARE REQUIREMENTS

WHISTLEBLOWING POLICY – (part of Safeguarding Children policy)

ADHERING TO THE CHILDREN ACT 1989 & 2004, WORKING TOGETHER TO SAFEGUARD CHILDREN 2014 & DATA PROTECTION ACT 1998

Haylands pre-school are dedicated to deliver a high quality pre-school service. Thus promoting organisational accountability and maintaining public confidence.

Therefore we will provide protection for individuals in the workplace from any form of victimisation or punishment should the individual raise a concern about misconduct or malpractice within the setting.

The policy is underpinned by the Public Interest Disclosure Act 1998; therefore no individual member of staff shall feel unable to raise concerns regarding misconduct or malpractice within the setting.

The Act covers behaviour, which amounts to:-

- A criminal offence
- Failure to comply with any legal obligation
- A miscarriage of justice
- Danger to health and safety of an individual and or environment
- Deliberate concealment of information about any of the above.

A disclosure in good faith to the manager will be protected. Confidentiality will be maintained wherever possible and the employee or volunteer will not suffer any personal detriment as a result of raising any genuine concern about any form of misconduct or malpractice within the setting.

If however the individual feels they are unable to discuss with the manager they are able to contact the Early Years Advisor or Ofsted on 03001231231 for advice on what steps to take.

Safeguarding policy is following the Government's statutory guidance Working together to Safeguard Children+

ADHERING TO 3.61 OF EYFS WELFARE REQUIREMENTS

RECRUITMENT AND SELECTION POLICY

Article 19 . Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

ADHERING TO THE EQUALITY ACT 2010

Haylands Pre-school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All posts are subject to enhanced DBS checks and a new member of staff will not be allowed to work at Haylands unsupervised until this DBS is received. Haylands follows a strict Safer Recruitment Procedure.

Haylands will evaluate and review every vacancy and is committed to equality of opportunity and non-discrimination in its recruitment and employment practices.

No job applicant, trainee applicant, employee or trainee will be treated less favourably than another.

In the interests of Equal Opportunities Haylands will ensure that all job vacancies are advertised in a wide variety of places e.g. within setting, local shops, local paper and possibly Early Years and Childcare Service vacancy board, so as to attract applicants from all of the community.

At interview stage applicants will be expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children. Haylands will shortlist candidates against job specification, inviting to attend interview. We will do all in our power to provide any special facilities at the interview, requested by a candidate, prior to that date, to prevent any discrimination. Haylands will avoid making biased judgements and select the best candidate for the job, based on the recommendations from the interview panel. All relevant information in our safer recruitment folder.

Haylands will meet their responsibilities under the Safeguarding Vulnerable Groups Act 2006

All staff complete yearly updates agreeing to circumstances unchanged with regard to DBS clearance upon employment. Any changes will be relayed to Ofsted within 14 days.

Haylands Pre-school registered person is Julie McNally and therefore the chairperson with the Committee have to ensure all necessary references, and checks have been carried out before employment, as set out in our induction pack.

ADHERING TO 3.9, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18 OF EYFS WELFARE REQUIREMENTS

ACCIDENTS POLICY

ADHERING TO HEALTH AND SAFETY (FIRST AID) REGULATIONS 1981

All staff are fully trained in Paediatric First Aid therefore, should an accident happen at Pre-school, all staff are fully qualified to care for the child. The details would be entered into the accident book with all the necessary information and the parent/carer will be asked to sign at the end of the session or on collection of the child. The parent/carer will have a copy of the accident book sheet.

If the accident is serious enough to require medical attention, Pre-school will call the doctor or ambulance and then contact the parent, therefore it is imperative that all contact details are kept up to date and available at all times.

Head Injuries

If a child bumps their head, first aid will be given in accordance with Paediatric First Aid Training. An accident form will then be completed with guidelines for parents/carers to observe for 72 hours. This will then be signed. All staff will be made aware of monitoring the child for 72 hours.

The accident book is reviewed termly by the Health and Safety Officer and any re-occurring accidents are investigated and action undertaken if needed.

RIDDOR

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995

In line with these regulations all accidents and injuries from both children and employees will be recorded and witnessed in the accident book. Any injury will be reported to both the manager and Health and Safety Officer. If there is an incident involving infectious diseases then this will be reported to our local health and safety executive. We will make Ofsted aware of any notifiable diseases within 14 days.

ADHERING TO 3.50, 3.51 OF EYFS WELFARE REQUIREMENTS

FIREDRILL POLICY

ADHERING TO FIRE PRECAUTIONS (WORKPLACE) REGULATIONS 1997

Pre-school fire drills are carried out once per half term, and we also take part in School fire drills. Please be aware of the fire drill whilst on the premises, as any individual within pre-school, will be required to take part, as though it was a real fire. A whistle will be blown and children will be gathered at appropriate fire door, and then calmly exited to the appropriate designated area away from danger. All contact numbers will be with the Pre-school Manager, as well as the register, and a mobile phone.

In the case of a real fire, emergency services will be contacted, and then parents will be contacted. Fire drill procedures are displayed in entrance hall of the pre-school and at each fire door. Our priority is the safety of the children at all times.

ADHERING TO 3.54, 3.55. OF EYFS WELFARE REQUIREMENTS

MANUAL HANDLING POLICY

ADHERING TO MANUAL HANDLING OPERATIONS REGULATIONS 1992

In line with the Manual Handling Operations Regulations Act 1992, Haylands pre-school will endeavour to keep the number of accidents to a minimum. This therefore means that all staff must do all they can to minimise accidents, particularly those caused to back and neck from lifting. Therefore all staff are aware of the safe lifting techniques and are encouraged to lower themselves to the child's level if needed to comfort rather than to pick the child up, possibly causing injury to themselves. This follows Paediatric Safe Lifting training

ADHERING TO 3.64, OF EYFS WELFARE REQUIREMENTS

If your child becomes unwell at pre-school, we will notify you immediately, to come and collect them. We will obviously keep the child away from other children, and in a quiet and calm area. It is therefore important that you keep the pre-school informed of any changes in contact details should we need to contact you.

If your child is unwell at home, please do not bring them into Pre-school, as this will only result in the child becoming upset.

IF YOUR CHILD HAS HAD SICKNESS OR DIARRHOEA THEY CANNOT RETURN TO PRE-SCHOOL UNTIL THEY HAVE HAD A FULL 48 HOURS CLEAR.

Outlined on the back page are a few pointers of infections that you may like to note.

Delegated first aid officer is Debbie King – but all of our staff are fully trained.

ADHERING TO 3.44, OF EYFS WELFARE REQUIREMENTS

MEDICATION POLICY

Haylands would prefer not to give medication to a child but obviously, in special circumstances e.g. inhalers, antibiotics we have to. The parent/carer, will be asked to enter into our medication book permission for us to administer medication to their child, information needed, name of child, name of medication. The medication needs to have the pharmacy label clearly in place stating child details, dosage and times to be taken. This includes inhalers. Medication will be kept in a safe area, away from the children, but available for quick access by the staff medicine will also be stored in the fridge, if necessary. When medicine is administered, an entry will be made in the medication book, which will be witnessed and signed by another member of staff, and then signed by the parent. A copy of the book page will be given to the parent.

MEDICATION WILL ONLY BE ADMINISTERED BY THE MANAGER AND DEPUTY MANAGER OF THE PRE-SCHOOL.

The Manager or deputy Manager will ensure that any member of staff's ability to look after children is not impaired due to any medication that they are taking. Their medication will be securely stored and out of reach of children.

ADHERING TO 3.45, 3.46 OF EYFS WELFARE REQUIREMENTS

Haylands pre-school recognises that many children suffer from asthma and we adhere to the following procedures to help children with this condition, while they are with us.

- We will encourage and help children with asthma to participate in all activities.
- We will ensure that children known to have asthma have immediate access to their prescribed reliever inhalers.
- Procedures will be provided to all staff on what to do if a child has an asthma attack
- We will work together with parents/carers of children with asthma to ensure that their child is in a safe and caring environment.

IN ORDER TO FULFIL THESE AIMS, PARENTS/CARERS NEED TO PROVIDE WRITTEN INFORMATION DETAILING:

- What asthma medicine is needed and when to be given
- What triggers an asthma attack and what to do in this situation
- Emergency contact details including any medical authorities involved
- Ensure that their child medicine is labelled and has not passed its expiry date

IN RETURN HAYLANDS PRE-SCHOOL WILL

- Make sure that inhalers are always taken on group outings
- Be aware of trigger factors for each child with asthma
- Ensure that all staff know where inhalers are stored and how to access them quickly
- Are aware of how to administer medication in case of absence of manager/deputy manager or

an emergency
Haylands cannot be held liable under any circumstances where there has been a failure to disclose relevant information that is important to the administration of symptom relief.

ADHERING TO 3.44 OF EYFS WELFARE REQUIREMENTS

HEADLICE POLICY

Head lice can be a continuous problem once your child starts school, at Haylands we are not allowed to check a child's head for head lice. If we feel a child is scratching their head a lot we will advise you to check. We have a section on the application form for you to sign, if you would like us to inform you if head lice are clearly seen on your child's hair

If your child has head lice we ask that you treat the whole family and keep the child off pre-school until treated. Once your child is treated they can return to pre-school. There are several ways to deal with this and we do have an information sheet and also a video for you to take home if you wish, if you are at all worried please ask.

FAILURE TO OR LATE PICK UPS POLICY

In the rare event that a child should not be picked up from the Pre-school, the procedure will be as follows,

We will ring all contacts on the child's registration details, (which is why it is important that all contacts be updated when necessary)

Two members of staff will wait at Pre-school for the child to be picked up.

If after 30 minutes from end of session, exhaustive attempts to contact anyone from the registration details, and the parent/carer has not turned up then we will have no alternative but to contact Children's Services. Parents will also be charged a fee of £10 to cover 2 members of staff wages.

The Pre-school Manager will obviously continue to try to contact the parent/carer.

The contact number for the Manager will be available on the notice board

LEGAL REQUIREMENTS POLICY

Article 9 . Children should not be separated from their parents unless it is for their own good, for example if a parent is mistreating or neglecting a child. Children whose parents have separated, have the right to stay in contact with both parents, unless this might hurt the child.

Should there be a separation/divorce between parents, we are required to have a legal written document from a court of law stating who has legal contact and parental responsibility. Therefore if a parent has consent for picking up their child we cannot refuse without this document. Please be reassured that if this situation should arise we will contact the other parent before child is allowed to leave.

OUTINGS POLICY

ADHERING TO THE HEALTH AND SAFETY AT WORK ACT 2005

On many occasions, we will take the opportunity to walk out into the community, perhaps to the park, fire station, post office, church. library etc.

If you arrive early there will be a notice placed on the window with a mobile contact number

We also have an outing in July for the children that are leaving pre-school.

Please be reassured that we only use coaches from reputable firms, all fitted with seatbelts, we have over the adult to child ratio and risk assessments are carried out. Prior to this outing, we will ask for a signed consent form allowing us to take your child.

ADHERING TO 3.64, 3.65, 3.66 OF EYFS WELFARE REQUIREMENTS

LOSS OF CHILD POLICY

If a child is lost whilst in our care, the procedure that we undertake is as follows: -

- Gather all children together
- Do a check on the register to account for the children and to be aware of which child is missing.
- If a child is lost within the pre-school grounds a member of staff will do a full sweep of the pre-school building, to see if the child is found.
- If the child has not been found we will contact the police and parent/carer

If on a day trip e.g. Tythe Barn

- All the children will be brought together.
- Do a check on the register to account for the children and to be aware of which child is missing.
- Speak to all members of staff, to find out where the child was last seen and what they are wearing. Contact the staff on site to make them aware of the situation. If the child is not found after doing a sweep of the grounds, the police and parent/carer will then be informed.
- We will always do a risk assessment before going on a trip.
- In both of the above circumstances we would do an evaluation on how the child had got lost to prevent this situation from arising again.

Please be assured that all staff are vigilant on the children in their care. (Sorry . but at present we have not lost any children at Haylands!)

INTIMATE CARE POLICY

Article 16 . Children have a right to privacy.

Intimate care covers areas of personal care that most children/adults can normally do for themselves. However some are unable to do this due to impairment or disability.

At Haylands we aim to provide intimate care to children with special needs, which acknowledge the responsibilities and protects the rights of everyone involved.

We believe that children have the right to be treated with sensitivity and respect, including culture, and in such a way that their experience of intimate care is a positive one.

We will acknowledge that it is essential that every child is treated as an individual and that care is given as gently and as sensitively as possible. We also believe that every child should be encouraged to have a positive image of their own body.

We aim to provide guidance and reassurance to staff, and protect the rights and well-being of the children at all times.

At the out of school club, as we have children of older age, toiletries will be on hand should they be needed in emergencies.

All staff are aware that when dealing with a child's toileting, changing clothes or dealing with sickness that they must wear protective gloves and aprons

ADHERING TO 3.60 AND 3.67 OF EYFS WELFARE REQUIREMENTS

APPROPRIATE PHYSICAL CONTACT POLICY

At Haylands our priority is to ensure that all children are happy, confident and comfortable within their surroundings. Therefore it is Haylands procedure to pacify children should they need

comforting or reassurance; this involved the member of staff getting down to their level, rather than picking a child up will achieve this. We do not encourage children to sit on a teacher's lap, however if a child is distressed or feeling unwell a cuddle or a comforting lap will be offered for a short time. We as staff will then do our utmost to encourage the child once settled to join back in with others to continue their play.

NUTRITION POLICY

Article 24 . Children have the right to good quality health care and to clean water, nutritious food and a clean environment so that they will stay healthy. Rich countries should help poorer countries achieve this.

We aim to promote healthy eating within the pre-school, through projects and discussions we have with the children, through communication with the children's parents/carers.

We are committed to equality of opportunity and plan our programme to extend the children's experience and knowledge of other cultures, celebrations and festivals, to include the different foods eaten.

We try to make the children aware of the different food groups and the need for a balanced diet through play and discussion.

Our registration form, which is completed by our parents in respect of every child, asks the parents to record if the child suffers from allergies (including food intolerance) and whether the child has any special dietary requirements (e.g. vegetarian, religious, cultural, medical). Please ensure that we are advised of any changes to your child's dietary needs.

We request that parents support us in our healthy eating aims providing packed lunches for their children in the following ways:

- Pack food in a lidded container with your child's name on it.
- To help us promote good hygiene practices with the children please ensure that the lunches are provided in a clean container.
- Pack a drink in a non-breakable container with your child's name on it.
- Children are encouraged to eat healthy foods before any ~~goodies~~ goodies.
- Avoid any foods such as crisps, chocolates, sweets and fizzy drinks or any other foods with high levels of additives/colourings (some children are highly sensitive to these ingredients which can severely affect their behaviour and/or make them sick)
- Please ensure all food is within its sell by date or best before date. If the staff find out of date food this will be returned in the child's lunchbox.
- Following our Nut Allergy Policy, avoid any foods with nut content as children with a severe allergy to nuts can suffer extreme reactions even via indirect contact.
- Fruit and vegetables and dairy snacks are encouraged.

We are of course conscious of parental choice and where possible comply with the parent's wishes regarding the above.

We aim of course to promote hygiene by getting the children to wash their hands before snacks or meals. We try to make snacks and meals sociable occasions with the children sitting down together in small groups. We also ask our staff when eating with the children to adhere to this policy.

ANY UNEATEN FOOD WILL BE LEFT IN THE CHILD'S LUNCH BOXES SO THE PARENTS CAN SEE WHAT THE CHILD HAS OR HAS NOT EATEN.

All staff in preparing and handling food will receive food hygiene training.

ADHERING TO 3.44, 3.47, 3.48, 3.49 OF EYFS WELFARE REQUIREMENTS

Due to high increase in allergies, Haylands Pre-school will not allow nuts of any description onto the premises.

Therefore **NO NUTS** or **NUT PRODUCTS** in lunch boxes please. This also includes peanut butter.

Obviously this is to protect any children that suffer from an allergic reaction to nuts, which can be quite severe.

This applies to children, staff and visitors

DISCIPLINE POLICY – BEHAVIOUR

ADHERING TO THE CHILDREN ACT 1989 & 2004

In order to become a responsible member of society, we all need to learn about what is acceptable and unacceptable behaviour. The most important teachers of this are the child's parent/carer. We reinforce their good practice at Haylands. We will ensure that any undesirable behaviour that is considered indirectly or directly discriminatory will be actively challenged including bullying.

We do not use physical punishment, nor do we use naughty chairs+etc. We instead reinforce positive behaviour and praise is always given for positive attitudes. A firm but fair attitude is taken with unacceptable behaviour and each child is given an explanation in a non-threatening way. Then children are made aware of what is right and wrong.

We encourage all the children to respect each other, play and treat things appropriately. Good manners and conduct are high on our agenda. We promote these values to encourage self-reliance, self-confidence, self-esteem and self-worth.

Should a disruptive situation arise, the child will be removed from the situation and channelled into another activity. Explaining why his/her behaviour is not acceptable and encouraged to say sorry.

Parents/carers will be informed if their child has been unduly disruptive and has needed to be reprimanded. We see consultation with parents/carers as extremely important and the manager is happy to discuss any problems during the session.

It is very important to inform the pre-school manager of any circumstances within the home that may alter the child's behaviour. This information obviously is confidential, but can help us understand a child's sudden change in behaviour.

Since we operate a high adult/child ratio (see safety and security policy), we are able to encourage responsible behaviour in preparation for schools.

EXCLUSION – Do not be alarmed, Haylands have never had to take this step, but it is a policy we have to abide by to ensure the safety of all at Haylands.

After exhausting all avenues with control of behaviour and continual discussion e.g.:-

Discussions with parent/carer and

Discussions with Health Visitor

Discussions with Ofsted

Discussions with outside Professional Bodies

In addition, the situations not resolved, exclusion from pre-school will be the final step to take

ADHERING TO 3.52, 3.53 EYFS WELFARE REQUIREMENTS

In the event of having to physically intervene a child's behaviour e.g.

- ◆ Child hurting another child

- ◆ Child hurting themselves
- ◆ Child hurting adult
- ◆ Being disruptive with the end result being hurt or hurting another
- ◆ Bad language
- ◆ Unruly behaviour

We may deal with this by taking the child away from the situation, perhaps having to restrain the child if being a danger to themselves or others. Correcting them on their behaviour and inappropriate language

These incidents will be recorded in the physical intervention book, which will be duplicated, and a copy given to the parent.

Should the physical intervention book show up that the child is repeating the actions then, obviously discussions need to be had in further depth with parents and staff. These will also be recorded and dated.

Haylands will always work with the parents to help a child overcome behaviour difficulties, and we can draw up behaviour management plans which may include outside professionals. This will be monitored to ensure consistency between home and pre-school.

Haylands Behaviour Management Officer is Julie McNally

ADHERING TO 3.52, 3.53 EYFS WELFARE REQUIREMENTS

SPECIAL EDUCATION NEEDS POLICY

Article 23 . Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

ADHERING TO THE EQUALITY ACT 2010 & THE SPECIAL EDUCATIONAL NEEDS & DISABILITY REGULATIONS 2014. CHILDREN AND FAMILIES ACT 2014 Part 3. EYFS 2014 and UNCRC

Working in conjunction with Special Educational Needs and Disability Code of Practice (Send) 0 . 25 years.

Special needs covers a variety of meanings from a learning difficulty, such as speech and language, to a disability. Haylands will attempt to offer a place at the pre-school for any child with special needs, provided we can offer a positive experience of learning through play. We will aim to enable all children to take a full part in all areas, with consideration of needs of all children, following the Code of Practice for Special Educational Needs.

The SENco-ordinator within Haylands is **JULIE MCNALLY** . She is there for any problems that each child may have and to liaise with the parent/carer and then with any outside professionals. The process we follow through SEN support is The Graduated Response. This is completed with the Parent, Child, Key worker and Senco:

ASSESS . Identify the child's needs through observations, information from parents and tracking.

PLAN . Strategies and activities to support development including individual plans. If needed then involvement from outside agencies would be sought

DO . To carry out set activities, observing and recording any successes/difficulties.

REVIEW . Meetings with parents, key worker and Senco to determine where the targets have been met and agree the next steps.

After the Review process if further action is needed then a request for Education, Health and Care needs assessment 0 . 25 would be completed.

This will lead to support from Educational Psychologist.
If a parent has concerns then they can also request an EHC

Our aim is to encourage a positive partnership between parents, children and all concerned.
Recording all relevant issues which include:-

- Observations
- Individual Plans
- Evaluations
- Short term targets.

These will help us identify any issues that need to be addressed.

Haylands will make every reasonable attempt to provide access for children with special needs.

We will assess each child's needs in terms of access and adapt our facilities as appropriate as far as possible.

- Discuss with the carer and child about what they want
- Ascertain the needs of the child, including medical requirements.
- Discuss abilities.
- Analyse our ability to offer positive care, both in the physical environment, as well as staff and their suitability.

How we will support and expertise:-

- Contact the relevant professionals with the parent's permission, for advice and support.
- Ensure staff will work together with parents/main carers as partners to give day-to-day care and education for the child and support the parents/carers.
- Ensure that all children are treated individually and are encouraged to take part in every aspect of the settings activities.
- Promote positive images of those with special needs.
- Endeavour to appoint staff with experience and knowledge.
- Investigate opportunities for training of staff and volunteers, and encourage the staff team to attend training where appropriate.

At Haylands we encourage all children to value and respect each other, and we challenge any inappropriate attitude and practices within the setting.

The Send process will be monitored and reviewed on a regular basis to make sure that we are effective in our inclusive practice and that we promote and value diversity and difference.

ADHERING TO 3.67 OF EYFS WELFARE REQUIREMENTS

BEREAVEMENT POLICY

Haylands pre-school has a commitment to help children through situations that might happen in their time with us.

A bereaved child, especially if the death concerned is that of a close relative, parent, sibling or friend, is likely to be feeling confused, anxious and insecure. At pre-school we will aim to provide a stable and supportive environment in which he/she is able to gradually come to terms with the loss. It is recognised that this process is lengthy and support is likely to be required long term. For some children the loss (including a pet) will be more traumatic than for others.

OBJECTIVES:

1. To foster a caring attitude to those suffering a bereavement
2. To encourage a consistent, yet flexible approach to the situation

PROCEDURES

These procedures are particularly relevant and appropriate in cases where the loss concerned is of a close relative or friend, but can, and should be adapted according to individual circumstances.

1. Children should be allowed time to grieve and know that tears are often an outward sign of that grief.
2. It should be made known that staff will find the time to listen and talk, and will do their best to comfort when necessary
3. Children should be aware that staff will try to help them to come to terms with their feelings
4. A distressed child should be allowed time and access to materials in order that he/she may express their feelings in their own way
5. Within pre-school a resource bank containing reference material for staff, parents and children should be developed and maintained
6. All staff involved in the care of a bereaved child should be aware of the situation
7. The possible fears, insecurities and emotions of other children which may arise from the situation should be recognised and addressed sympathetically
8. Religious, cultural and social backgrounds, as well as parental wishes should be taken into account when considering appropriate responses

COMPLAINTS POLICY AND PROCEDURE

If a parent or carer has an issue, which involves either their own child or Haylands Pre-school as a whole, they should raise the issue with the manager.

If, however the parent or carer feels unable or is unwilling to raise the matter in this way they can approach either:

- *The chairperson of the committee*
- *Contact OFSTED direct on 03001231231*
- *Contact EARLY YEARS DIRECTORATE, Piccadilly Gate, Store Street, Manchester, M1 2WD. www.ofsted.gov.uk/parents*

We will make every effort to resolve any issues within the setting.

If a parent makes a formal complaint in writing relating to one or more of the Welfare Requirements, it is a mandatory requirement that Haylands Pre-school investigates the complaint, taking any necessary action and the outcome of the findings will be available to the parent within 28 days.

Complaint/ Concerns record

Haylands pre-school will make a written record of any complaint/concern. The action that has been taken and the outcome of the complaint/concern, and we will provide a summary on request to any parent and Ofsted. We will keep all records for a period of 3 years from the date of which the record was first made.

The record of complaint/concern will include information on:

- *The national standard to which the complaint relates.*
- *The nature of the complaint*
- *How the complaint was dealt with*
- *The action that we have taken or propose to take as a result of the findings.*
- *Whether the parent has been provided with an account of the finding, any action taken, within 28 days of the date on which the complaint was made.*

If a parent wishes to make a complaint but are unable to put it into writing (for example communication difficulties) they can ask the manager or committee chairperson to write it for them. The parent must then read it, clarify what is written, sign and witness the account.

COMPLAINTS PROCEDURE

- *A matter, which relates to an individual child should be discussed between the parent or carer and the manager*
- *Should the matter not be resolved the issue will be brought to the attention of the committee chairperson who will then meet with all persons involved*
- *If the matter raised concerned a general or policy issue then it should be raised with the manager of Haylands. They will in turn relate the information to the committee for consideration.*
- *Should an approach on general or policy matters be made via any committee members it will then be reported to the committee for consideration.*
- *Should the matter still remain unresolved following all of the above procedures it would then be referred to a specially convened panel, which would consist of a member of the committee, the manager and an independent expert (e.g. a representative of Early Years and Childcare Service, if this is deemed appropriate)*
- *The complaint should be submitted in writing to the panel and the complainant will be given the opportunity to address the panel with any additional information. The panel may also require other people to submit written information for consideration.*

Haylands pre-school must share an account of the findings of the investigation and any action (if any) that has been taken or will be taken as a result of the investigation. This will be done within 28 days from the date the complaint was made. This will be achieved by sharing the complaint record, ensuring that confidentiality is maintained at all times.

If the parent requires more details then a separate letter containing this information will be sent to the parent.

The manager of Haylands pre-school is Mrs Julie McNally

The chairperson of Haylands pre-school is Jenna Nicholls

ADHERING TO 3.73, 3.74, 3.75 OF EYFS WELFARE REQUIREMENTS

All of the above policies have been completed in conjunction with Ofsted Regulations, management, and management committee.

Completed and updated 6/11/2016

Signed by Management
Julie McNally

Signed by Management committee
Chris Sutton (Vice Chair/Treasurer)

GUIDELINES FOR INFECTIONS AND ILLNESS

NAME	SYMPTOMS	INFECTIOUS	WHEN TO RETURN
CHICKEN POX & SHINGLES (Varicella Zoster)	Chickenpox usually begins with a sudden onset of slight fever, feeling unwell and an itchy rash, starting with flat red spots which become raised and filled with fluid- usually on body. Shingles is pain and spots on one side of face or body.	It is infectious during early stages from 1 to 2 days before and until 5 days after spots first appear. Illness may appear 13 to 17 days after contact Shingles is only fluid in the spots is infectious & only if not had chickenpox	Do not return to school or pre-school for at least 6 days after the appearance of the last crop of spots and when they feel well. Shingles - Return when all spots are dry and feel well.
CONJUNCTIVITIS	The eye(s) usually looks pink and may discharge, which may be watery, or thick with mucus and pus causing the eyelids to stick together. Eyelids may be swollen and tender.	It is infectious, spread by direct contact, in droplets coughed or sneezed into air, or on hands, towels and washcloths. It is infectious as long as symptoms are present. Symptoms normally appear 12 hours to 3 days after contact with infected person.	Stay away while symptoms persist and until the eye is treated and appears normal again.
FIFTH DISEASE (Human Parvovirus) also known as slapped cheek disease or Erythema Infectiosum	Children will develop a characteristic red rash on cheeks, followed by a lace-like rash on body and limbs. Adults may also experience pain and inflammation of their joints.	Yes it is infectious before the onset of the rash. It is commonly spread by respiratory droplets through coughing, sneezing. Illness may occur 4 to 20 days after contact with infected person. Pregnant woman could be affected may cause miscarriage if they become infected during first 20 weeks.	Only return once you feel physically well.
HAND, FOOT AND MOUTH DISEASE	Is a virus usually affects children under 10 years but can occur in adults. Starts with sore throat, fever and blisters on inside of mouth and throat. Blisters may also appear on palms, fingers and soles.	It is infectious, by droplets through coughing, etc. also faeces are also infectious during the illness and may continue to be for several weeks, even after the person feels well. Usually appears 3 to 5 days after close contact with infected person.	Return only when feeling well, and no blisters, or when GP advises.
MEASLES	A virus which usually begins with any of following: - fever, conjunctivitis, cough, spots on cheek or in mouth. 3-7 days later a blotchy rash which lasts 4 to 7 days	Highly infectious from 1 day before symptoms until 4 days after onset of rash. Spread by direct contact with sneezing or coughing. Incubation 7 to 14 days from exposure to measles to onset of fever.	Stay away at least until 4 days after rash first appeared and until they feel well.
MUMPS	A virus is fever, swelling and tenderness of one or more salivary glands in neck and possibly mouth and throat.	Infectious 7 days before and up to 9 days after the swelling first appears, again passed by droplets e.g. sneezing etc. Incubation is normally 18 days but can be 12 to 25 days.	9 days after the swelling subsides.
RUBELLA	Or German Measles is a virus is mild fever and a rash, headache and possibly conjunctivitis for up to 5 days	Infections from 1 week before until 4 days after rash first appears. Spread by sneezing or coughing and urine in newborn babies. Pregnant women beware in first four months or pregnancy.	Incubation 16 to 18 days. Stay away until person feels well again

SICKNESS AND DIARRHOEA - CHILDREN SHOULD NOT RETURN TO PRE-SCHOOL UNTIL 48 HOURS CLEAR AFTER LAST SICKNESS OR DIARRHOEA