



# **Policy Booklet**

**Signed on behalf of Horsmonden Kindergarten**

**Helene Murphy (Chairperson)**

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## **Policies**

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## **Our Aims and Mission Statement Policy**

*"A special kind of place where we play and learn together"*

### **Aims**

- To create a safe, secure and stimulating environment
- To encourage children to grow in confidence and self-esteem
- To create an environment where children can express choices, make decisions and grow in independence
- To plan activities that ensure each individual reaches their maximum potential in all areas of the Early Years Foundation stage curriculum
- To encourage children to co-operate with and respect each other
- To support parents and carers in their role as educator and value their contribution
- To promote a brighter future for us all by developing the potential of the children, parents, staff and wider community

At Horsmonden Kindergarten we are committed to providing a relaxed, friendly, caring and safe environment where learning is fun.

We believe children learn most effectively by using all their senses and through their own activity and first hand experiences. The learning environment is carefully planned so that children grow in independence and take increasing responsibility for themselves and it is expected *that all will have the opportunity to achieve their full potential.*

Each child is an individual and has needs that should be met in an atmosphere that celebrates diversity. Children need acceptance and approval in order to develop a positive concept of self and grow in confidence and self-esteem. *By working in close partnership with Parents we nurture the development of trust, respect, confidence, self-esteem and the desire to learn.*

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012  
This was reviewed in February 2024**

### **Learning Outcomes Policy**

These outcomes relate to the areas of learning and development set out in the Early Years Foundation Stage, working towards the early learning goals which all our children will be working towards. They represent achievements which are desirable for children to have attained by the time they enter compulsory education.

#### **It is recognised that:**

- The majority of children will leave Horsmonden Kindergarten before compulsory school age.
- Children's progress will be at different rates and individual achievement will vary.
- Children whose achievements exceed the desirable outcomes should be provided with opportunities to extend their knowledge.
- Some children e.g. with additional needs/special educational needs, will require additional support.

#### **Communication and Language**

Children leaving Horsmonden Kindergarten for compulsory schooling will be able to or be working towards, set out below:

- Enjoy listening to stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"
- Understand 'why' questions, like: "Why do you think the caterpillar got so big?"

#### **Personal, Social, Emotional Development**

Children leaving Horsmonden Kindergarten for compulsory schooling will be able to or be working towards, set out below:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important and remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'.
- Understand gradually how others might be feeling.

#### **Physical Development**

Children leaving Horsmonden Kindergarten for compulsory schooling will be able to or be working towards, set out below:

- Continue to develop their movement, balancing, riding and ball skills.
- Go up steps or stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and mark make.
- Start taking part in group activities which they make up for themselves, or in teams

- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Matching their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils and show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed and in their own self care needs.
- Make healthy choices about food, drink, activity and toothbrushing.

## **Literacy**

Children leaving Horsmonden Kindergarten for compulsory schooling will be able to or be working towards, set out below:

- Understand the five key concepts about print: Print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book and page sequencing.
- Develop their phonological awareness, so that they can: Spot and suggest rhymes, count and clap syllables in a word and recognise words with the same initial sound, such as money and mother.
- Engage in extended conversations about stories, learning new vocabulary.
- Use some print of their print and letter knowledge in their early writing. For example: writing a pretend shopping list.
- Write some or all of their name and some letters accurately.

## **Mathematics**

Children leaving Horsmonden Kindergarten for compulsory schooling will be able to or be working towards, set out below:

- Develop fast recognition of up to 3 objects, without having to count them individually.
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total.
- Show 'finger numbers' up to 5.
- Link numerals and amounts: For example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (circles, rectangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.
- Understand position through words alone
- Describe a familiar route and discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof.
- Combine shapes to make new ones.
- Talk about and identify the patterns around them.
- Extend and create ABAB patterns – stick, leaf, stick, leaf and notice and correct an error in a repeating pattern.

- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.

## **Understanding the World**

Children leaving Horsmonden Kindergarten for compulsory schooling will be able to or be working towards, set out below:

- Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants, understand the key features of the life cycle of a plant and an animal and begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

## **Expressive Art and Design**

Children leaving Horsmonden Kindergarten for compulsory schooling will be able to or be working towards, set out below:

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make, develop their own ideas and then decide which materials to use to express them and join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, use drawing to represent movement or loud noise, show different emotion in their drawings and explore colour and colour mixing.
- Listen with increased attention to sounds and respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs, sing the pitch of a tone sung by an adult, sing the melodic shape of familiar songs and create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012**  
**This was reviewed in February 2024**

## Curriculum Policy

For all children learning begins at birth. The EYFS will help practitioners provide appropriate play experiences to enable your child to develop in all areas. It will enable practitioners to recognise your child's strengths and areas they need more support to develop new skills. For young children, it is important that they are made to feel safe and secure in their surroundings, this is aided by having a 'Key Person' within the setting who gets to know you and your child well and builds a positive relationship with you both.

The EYFS means that wherever your child is being cared for or educated between 0-5 years they will be following the same set of principles, they will be offered a 'principled play based approach to learning and development'. Young children learn best through play and Early Years Practitioners will be able to provide your child with appropriate play and learning experiences for their stage of development and help them develop new skills.

The activities that are provided for young children will underpin the skills they need to work towards the Early Learning Goals in the following areas at the end of their reception year at school.

### **Prime Areas:**

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

### **Specific Areas:**

- . Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

All areas are of equal importance and many activities will cover many of the areas. Each area is divided up into stages of development and practitioners are able to identify resources and learning opportunities for individual children dependent on their developmental needs.

The EYFS also encourages practitioners and parents and carers to work together to help children develop to their full potential. For you this means, the opportunity for you to input information about your child's development, also if your child attends more than one setting, for example, a childminder and an Early Years setting they are encouraged to discuss your child's development and work together to provide a cohesive care package for you and your child.

If your child has a Special Educational Need and/or disability additional information is embedded in the EYFS to enable practitioners to target work specifically and help children to progress.

## Activities

The areas of learning the children undertake follow closely the Early Years Foundation Stage set by Ofsted.

This prepares children to progress with confidence to the National Curriculum at the age of five years. These include: -

## PRIME AREAS

### Personal, Social and Emotional Development

Within a nurturing environment, children are individually supported in developing self-confidence, self-respect and self-awareness.

They are encouraged to work and concentrate independently and also to take part in the life of the group, sharing and co-operating with other children and adults, thus forming good relationships.

Through activities, conversation and practical example, they learn acceptable ways to express their own feelings and to have respect for the feelings of others.



All children are given the opportunity, as appropriate, to take responsibility for themselves and also for the group, its members and its property.

### **Communication and Language**

In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening, and by hearing and responding to stories, songs and rhymes. Communicating during play with adults and peers

A well-stocked book corner gives every child the opportunity and encouragement to enjoy books, handle them and become aware of their uses.

### **Physical development**

A range of equipment and opportunities, both indoor and outdoor allows children to develop confidence and enjoyment in the use and development of their own bodily skills.

A very high level of adult supervision enables children safely to create and meet physical challenges, developing increasing skill and control in moving, climbing and balancing.

At the same time, children are supported in the development of the fine motor skills required to use tools, including pens and pencils, and to handle small objects with increasing control and precision.

Children are supported to become independent with self-care and shown the importance of keeping safe and being healthy.

### **SPECIFIC AREAS**

#### **Literacy**

A well-stocked book corner gives every child the opportunity and encouragement to enjoy books, handle them and become aware of their uses.

Children are helped to become aware of the purpose of writing and learn to recognise letters of the alphabet by sound. They are encouraged, when ready, to use written symbols in a variety of situations.

#### **Mathematics**

By means of adult-supported practical experience, children become familiar with the sorting, matching, ordering, sequencing and counting activities, which form the basis for early mathematics.

As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics, identifying objects by shape, position, size, volume and number. Songs, games and picture books help children become aware of number sequences and, when ready, to use simple mathematical operations such as adding.

#### **Understanding the World**

A safe and stimulating environment allows children to explore and experiment with a range of natural and manufactured materials.

They learn to observe the features of objects and substances, recognising differences, patterns and similarities, and to share and record their findings.

Children are assisted in exploring and understanding their environment, both within the group and also in the wider community.

A range of safe and well-maintained equipment enables children to extend their technological understanding, using simple tools and techniques as appropriate.

### **Expressive arts and design**

Children are encouraged to use a wide range of resources in order to express their own ideas in two and three dimensions.

Creative resources, including paint, glue, crayons and pencils as well as natural and discarded resources, provides for open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage.

Children join in with and respond to music and stories, and there are many opportunities for imaginative role play, both individually and as part of a group.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012**

**This was reviewed in February 2024**

## **Delivering the Curriculum**

### **Individual Needs**

Curriculum planning reflects the Equal Opportunities and Special Needs policies employed by the Kindergarten. The Key person, observation and record keeping systems allow the curriculum to be tailored to suit children's individual needs.

### **Planning**

Within a structured framework set out by the government (Early Years Foundation Stage) there should be a balance of planned adult led and child initiated activities delivered through indoor and outdoor play.

These experiences need to be appropriate to each child's stage of development, and provide opportunities and encourage both continuity and progression.

All planning starts with observing children, this is done in order to understand and consider their current interests, development and learning.

On-going observations and assessments are needed to inform planning for each child's continuing development through play- based activities.

The curriculum needs to be delivered in an environment which supports every child's learning through planned experiences and activities that are challenging but achievable and give children open-ended experiences.

### **Adult Roles**

The role of the adult within the Kindergarten includes:

- Observation
- Planning
- Support
- Interaction
- Development of Language
- Initiating new ideas and concepts
- Listening and encouraging
- Providing a safe and stimulating environment

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012  
This was reviewed in February 2024**

## **Key Person Policy**

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

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

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

### **What is a Key Person?**

- A Key person has special responsibility for a small group of children
- A Key person is allocated to each child and his or her family
- A Key person ensures that the needs of each child are recognised within the Kindergarten

### **The Role of a Key Person**

(The key person is hereafter referred to as “they”)

- The key person (they) is responsible for the induction of the family and for settling the child at Horsmonden Kindergarten.
- To monitor their key children's 'wellbeing' and 'involvement'.
- To report any safeguarding concerns to Sarah Parsons (DSL) or Tina Walker (Deputy DSL).
- To support any additional requirements with regards to early intervention, special needs or additional needs.
- They offer unconditional regard for the child and is non-judgemental.
- They work with the parent to plan and deliver next steps/home learning for the child's well-being, care and learning.
- They act as the key contact for the parents and has links with other carers involved with the child, such as other settings and childminders, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- They are responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- They encourage positive relationships between children and staff
- They provide a balance of adult led and child initiated tailored to each child's interest delivered through indoor and outdoor play.
- They plan and provide experiences which are appropriate to each child's stage of development as their progress towards the Early Years Goals.
- They value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.
- They respect each child's cultural background
- They record each child's key person on the daily register
- Horsmonden Kindergarten provides a support person known as a “buddy” so the child and the parents have a contact in the absence of the child's key person.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012**

**This was reviewed in February 2024**

## Examples of learning in each area

(THIS IS NOT INTENDED TO BE A COMPREHENSIVE LIST)

### **Personal, Social and Emotional Development**

- Family experiences e.g. new baby, birthdays
- Festivals
- Stories
- Role play
- Sharing, turn taking
- Managing feelings
- Planning, self-selection, tidying
- Self-care e.g. washing hands, getting dressed
- Handling animals
- Opportunities to play in large, small groups or individually
- Safety issues

### **Communication, Language and Literacy**

- Listening and responding to stories, music and rhymes
- Games
- Planning and discussing activities
- Sand and water play
- Play dough, sensory play
- Small world imaginative play i.e.: dolls house, dinosaurs
- Home corner and other role play — opportunities for mark making e.g. messages, shopping lists
- Book corner
- Sharing books
- Using labels

### **Mathematics**

- Games
- Puzzles
- Sequencing
- Pattern making
- Construction
- mixing, pouring, weighing
- Cooking
- Beads, peg boards, threading
- Role play e.g. shop, café, workshop
- Sand and Water

### **Understanding the World**

- Cooking
- Growing
- Music
- Magnets, mirrors and magnifying glasses
- Access to natural and man-made materials
- Sand and water play
- Play Dough
- Computer, CD players, cameras

- Construction
- Visitors
- Festivals
- Junk modelling
- Walks around the village
- Exploring and investigating our natural environment

### **Physical Development**

- Large play equipment i.e.: climbing frame, slide
- Balancing
- Mats
- Trikes, scooters
- Small Play equipment i.e.: Balls, bean bags
- Imaginative play
- Sand and water play
- Play Dough
- Use of tools
- Construction
- Threading
- Self-care

### **Expressive Arts and Design**

- Painting, drawing, printing
- Cutting, gluing
- Collage
- Junk modelling
- Music and movement
- Musical instruments
- Play Dough
- Imaginative play and Role Play
- Puppets
- Books
- Songs and rhymes

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012**  
**This was reviewed in February 2024**

## **Tapestry online learning journal**

Tapestry is the name given to a secure online Learning Journal System owned, managed and operated by the Foundation Stage Forum Limited.

### **Aims**

Horsmonden Kindergarten ensures that all children attending the setting have a personal Learning Journal which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of each child's achievements during their time with us. This Personal Learning Journal provided by Tapestry is a safe and secure system and one that enables parents and carers to access their child's Learning Journal at any time via a personal, password-protected login.

### **Procedures**

Each child will have a Key Person allocated to them who will be responsible for the compilation of that child's Learning Journal. A child's learning journal is a document recording their learning and development and parents may add comments on observations or contribute photos, videos or information about activities they have been doing at home. Parents logging into the system are only able to see their own child's Learning Journal.

Key person access allows input of new observations and photos or amendment of existing observations and photos.

Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent log-ins do not have the necessary permission to edit existing material.

Observations input into the Tapestry system are regularly moderated by the Supervisor.

In all written observations, other children are referred to by initials – and not by name.

All photographs/videos taken of children are either immediately saved on a child's learning journal or saved on the Kindergarten's Kindle. Once the key person has uploaded photographs/videos to children's learning journals, photographs/videos are deleted from the Tablet.

Tapestry is not used as a general communication tool between Kindergarten and home.

If parents have no access to the Internet then Horsmonden Kindergarten will be able to print a paper copy off for them at their request.

Once children have left the setting, their account will be deleted.

### **Security**

The Tapestry on-line Learning Journal system is hosted on secure dedicated servers based in the UK.

Access to information stored on Tapestry can only be gained by unique user ID and password.

Parents can only see their own child's information and are unable to login to view other children's Learning Journals.

Parents/carers must not share, copy, distribute or display images/videos from their child's Learning Journal.

## **Data**

Horsmonden Kindergarten owns the data that we place on Tapestry.

All parties (staff and parent/carers) sign to agree that no photographs, videos and observations they post are:

- Unlawful, harmful, threatening, defamatory, obscene, infringing, harassing or racially or ethnically offensive
- Sexually explicit;
- Promoting unlawful violence;
- Discriminatory based on race, gender, colour, religious belief, sexual orientation, disability or
- Illegal or causing damage or injury to any person or property.

Tapestry has the right, without liability or prejudice to disable or suspend our account if the above are breached (See Terms and Conditions, Tapestry Online Learning Journal).

Staff will use either the Kindergarten computer or the Kindles which have been bought for this purpose. The Kindles are stored overnight in a locked cupboard. Staff are not permitted to access Tapestry on personal phones, tablets or cameras in the setting.

Staff are not permitted to take the Kindles home. Staff may access Tapestry from home on a password-protected device. Staff sign to say that the device is password-protected and that no-one else has access to it.

## **Tapestry Privacy Policy**

The Tapestry Online Learning Journal service is owned, managed and operated by The Foundation Stage Forum Ltd. (FSF), a UK based organisation entirely concerned with offering supporting services to professionals working with early years education. To read the FSF privacy policy and Terms and Conditions, please ask a member of staff for a copy.

Only those authorised by Horsmonden Kindergarten will be able to access and visit Tapestry Accounts.

## **Staff**

Each member of staff will have access to Tapestry and their key children's accounts.

Each staff member must keep all access details confidential and are not permitted to use any material without written permission from the parents/carers.

Staff will no longer have access to Tapestry if they leave the setting.

The manager will receive a notification every time a member of staff posts observations, photographs or videos to key children's accounts. These will be regularly reviewed to ensure the legality, reliability, integrity, accuracy and quality of our data.

If staff do work on Tapestry at home they should be aware of any other people around them and make sure they are not overlooked.

Staff must logout of the system as soon as they have stopped working.

If any member of staff suspects that their login details have been compromised in any way, they must inform the Supervisors and new login details will be created.

All staff must sign an e-Safety Acceptable Use Policy.



## Parents/Carers

All parents/carers are asked to sign an agreement keeping data on Tapestry protected. This includes:

- not publishing their child's observations, photographs or videos on any social media site or in any public place
- keeping the login details confidential to the child's parents/carers
- speaking to a member of staff if they experience any difficulties accessing their child's online Learning Journal;

All parents must sign the agreed guidelines for accessing and using Tapestry.

**Any parent/carer found not following the guidelines will have their access to their child's learning journal withdrawn.**

Once children have left the setting, parents will be unable to access Tapestry unless they have other children at the setting.

Parents/carers contacting Tapestry directly for access details to accounts will also be referred to Horsmonden Kindergarten, the account holder.

The Supervisor will receive a notification every time parents/carers add posts to their child's Tapestry account.

These posts will be approved by the Supervisor before being displayed on their child's Tapestry Account. These posts will be reviewed to ensure the legality, reliability, integrity, accuracy and quality of our data.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2017.**

**This was reviewed in February 2024**

## Emergency Closure Policy

In the event of a breakdown of essential services (e.g. heating failure, electricity cut, loss of water supply, building alarms,), severe weather conditions or where the Kindergarten has to close or partially close due to an illness epidemic, it is important that you are familiar with the following procedures: -

- As far as possible, parents will be contacted by telephone and asked to collect their child/children. If we have to evacuate the premises we will re locate at Horsmonden Primary School where parents/carers can collect from.
- Where the Kindergarten has been closed due to heating failure, electricity cut, loss of water supply, building alarms or where the Kindergarten has an illness epidemic, please ensure that the setting has re-opened before bringing your child the following day. We will try to keep parents informed of the ongoing situation and up to date information can be found on the website home page ([www.horsmondenkindergarten.co.uk](http://www.horsmondenkindergarten.co.uk)) and our Facebook page.
- In cases of severe weather conditions, if the weather deteriorates during the day, you may be asked to collect your child/children early. If heavy snow falls overnight, please establish that the Kindergarten is open before bringing your child. Notices will be posted on the website, our Facebook page or by email advising as to whether the setting is open or not. In the event of severe weather or heavy snowfall to inform enquirers as to whether the setting is closed (Tel: 01892 724805).

Please note - it is important to remember that in severe weather conditions we will endeavour to have as many staff as possible at the Kindergarten when this situation occurs and we will send out update emails to keep you fully informed.

### Closure due to a Bomb threat, terrorist threat or any other danger –

The following process will be followed should it be necessary to evacuate the building or relocate to a safe place within the building:

- A supervisor or business manager will call 999 and alert the emergency services.
- Once the threat has been confirmed a whistle will be blown, a supervisor will lock all outside doors and windows as quickly and safely as possible and locate the register and a phone
- In the event that the threat is outside the building and it's not safe to leave from the emergency exits in the classroom or the main door we will line the children up and take them to the bathroom area which is located in the centre of our building (please see map)
- The bathroom area has the least amount of windows (it has three skylight windows)
- If it is safe to leave the building all members of staff will line the children up in front of the emergency exits in each classroom in the event that it is not safe to leave via the back of the building, we will use the front door emergency exit. All other visitors etc to leave the same way once the all clear has been given.
- The children will be led out of the classrooms or front of building and taken out through the fire exit gate or front gate where the children and staff will be taken to Primary School 01892 722 529 - this is our designated area – (a safe distance away from the building). If the Primary school is under the same threat we will evacuate to the Cricket pitch pavilion.
- A supervisor will collect the register, a mobile phone and fire manual. They will then complete a head count and a register of children, staff and visitors before leaving the building.

- Whilst the children are exiting the building a staff member will thoroughly check all classrooms, outside play area, washrooms, disabled toilet, entrance hall, office, kitchen and storage cupboards.
- Once assembled in Primary School the register will be taken again, the parents/carers will be contacted.
- Once the all clear has been given by the emergency services the parents /carers can collect their children from Horsmonden Primary School or Cricket pavilion.
- The drill will be logged each time it is carried out.

**This policy was adopted at a meeting of Horsmonden Kindergarten held in February 2017**  
**This was reviewed in February 2024**

### **Fees Policy**

A registration charge (deposit) of £50 is payable to ensure a place at Horsmonden Kindergarten. This deposit will be refunded on the first invoice once your child starts at Kindergarten. This deposit is not required for Free For Two (FF2) children.

The fees are £6.50 per hour (£6.90 from Sept 2024) and payment can be made by bank transfer, cheque or cash. Additional ad hoc sessions are payable at £7 (£7.40 from Sept 2024) where spaces are available. Payment may be requested in advance of these sessions.

Fees are due at the beginning of each new term, and within 14 days of receiving your invoice, unless alternative arrangements have been made with the Business manager.

Failure to pay the invoice on time will result in a £5 penalty fee for each week it remains unpaid. Long term failure to pay fees will result in the exclusion of the child from Horsmonden Kindergarten.

Fees for sessions booked must still be paid if children are absent due to sickness, holiday or any other reason.

If your child has to be absent over a long period of time, please advise the Business Manager giving the reason for the absence. Such incidents will be looked into on an individual basis.

If a child is withdrawn from Horsmonden Kindergarten, there is a 4 week notice period (which does not include school holidays) for which you will be required to pay fees.

Once sessions have been agreed with the Business Manager, if the parent/carer wants to make changes and/or reduce hours before the agreed start date, this must be done 6 weeks prior to the child's start date. Any changes requested after this will incur a £25 admin charge.

Settling in - Horsmonden Kindergarten offers a four week settling in period to ensure children feel happy and confident about attending.

During the first two weeks, parents/carers will only be charged for hours attended.

The remaining two weeks will be charged in full.

In the event of a child not settling within the four weeks and the parent/carer wishes to reduce the agreed hours or withdraw the child, the usual four week notice period does not apply.

Funding - Horsmonden Kindergarten offers two year old working parents entitlement, Free For Two funding, 3 & 4 year old universal funding and 30 hour funding. Please note that it is the parents/carers responsibility to apply for an eligibility code for the 2 year old working parent entitlement, FF2 and 30 hour funding and supply Horsmonden Kindergarten with this code. It is also the parents responsibility to re-check their eligibility code every three months through the government portal for 2 year old working parents entitlement and 30 hours funding. Horsmonden Kindergarten have no influence over this process and cannot be held responsible for the failure of parents/careers to provide the required information to HMRC.

Funding can only be claimed if a signed funding form is returned to business manager on the date requested. If Horsmonden Kindergarten is unable to receive nursery education funding, then standard fees will apply.

Between the hours of 12 noon and 1 pm funded hours are not allowed to be claimed, this hour is charged at the normal hourly rate.

In the event of closure of Horsmonden Kindergarten for a period of time of up to 2 weeks, due to circumstances that are beyond our control, a proportion of the fees due may still be payable to cover any unavoidable costs.

Children must be collected promptly at the end of their session. Parents/carers will be given a grace period of 10 minutes for exceptional circumstances. If a child is repeatedly collected late then a late collection fee of £15 will apply for every additional 15 minutes.

Staff members can receive a 20% discount on fees, and are able to claim their full funding entitlement with no restrictions.

**This policy was adopted at a meeting of Horsmonden Kindergarten held on: 14<sup>th</sup> March 2018**

**This policy was reviewed in April 2024**

## **Admissions Policy**

It is the intention of the Committee and staff to make Horsmonden Kindergarten genuinely accessible to children and families from all sections of the local community. In order to accomplish this we will:

- Ensure that the existence of Horsmonden Kindergarten is widely known in all local communities. We will place notices advertising the Kindergarten in places where all sections of the community can see them, in more than one language if necessary.
- Arrange our waiting list in order of date of birth. (Priority will be given to 3 and 4 year olds.) Siblings that attend the setting already and residents of the Parish of Horsmonden.
- Keep a place vacant, if financially viable, in order to accommodate emergency admissions.
- Describe the Kindergarten and its practices in terms which make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders, and people from all cultural, ethnic, religious and social groups, with and without disabilities.
- Monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.
- Make our equal opportunities policy widely known
- To ensure that no-one in the community is excluded.
- Remain flexible about attendance patterns so as to accommodate the needs of individual children and families
- Fees are paid at the start of each term and every endeavour will be made to assist in payment terms. However, if payment terms are not adhered to the Kindergarten cannot guarantee a place being kept open.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during September 2014**  
**This was reviewed in February 2024**

### **Confidentiality policy**

It is a key issue of Horsmonden Kindergarten to respect the privacy and confidential information of all children and parents/carers at all times.

- Parents will have ready access to the files and records of their own children but will not have access to information about any other child.
- Observation folders will only be permitted to go home by parents and carers.
- Staff will not discuss individual children, other than for purposes of curriculum planning and group management, with people other than the parents/carers of that child.
- Information given by parents/carers to the Horsmonden Kindergarten staff will not be passed on to other adults without permission.
- Issues to do with the employment of staff, whether paid or unpaid will remain confidential to the people directly involved with making personnel decisions.
- Any evidence relating to a child's personal safety will be kept in a confidential file and shared with the child's Keyperson, Supervisors/Business manager or Chairperson and where relevant with other staff members.
- Work placement students observing in the pre-school, volunteers and helpers, will be advised of our confidentiality policy and required to respect it.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012**

**This policy was reviewed in February 2024**

## **Complaints Policy**

As a member of the Early Years Alliance (formerly Pre-school Learning Alliance) we aim to provide the highest quality education and care for all of our children. We aim to offer a welcoming environment to each individual child and their family, providing a warm and caring environment within which all children can learn and develop as they play.

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

### **Making concerns known**

Parents/Guardians who may have concerns about any aspect of the group provision are advised to approach Becky Painter, our Business Manager who will pass on the complaint to be dealt with by a Supervisor within the setting or the Chairperson of the Committee.

Following on from verbal communications if a parent/carers would like to put their complaint in writing they may do so either by emailing [info@horsmondenkindergarten.co.uk](mailto:info@horsmondenkindergarten.co.uk) marked confidential or by completing a complaint form which can be obtained from the business manager or downloaded off the website.

All findings and recommendations from further investigations will be fed back in writing within 28 days of the complaint being received.

If after receiving the feedback you are not satisfied with our response to your concern or complaint please respond in writing.

Any discussions or action points arising will remain confidential at all times. Parents are able to review a summary of all complaints made on request to the Business Manager. Horsmonden Kindergarten are required to provide Ofsted, on request, with a written record of all complaints made during any specified period and the action that was taken as a result of each complaint. Parents may wish to approach Ofsted directly at any stage of the complaints procedure.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012**  
**This was reviewed in February 2024**

## **Behaviour management policy**

### **Our aim**

The staff and committee at Horsmonden Kindergarten believe that children and adults flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

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

### **Procedures**

Sarah Parsons (Co- Supervisor), has overall responsibility for behaviour management issues. Sarah Parsons is required to:

Keep up to date with legislation, research and thinking on promoting positive behaviour and on handling behaviour where it may require additional support.

Access relevant sources of expertise on promoting positive behaviour

Check that all staff have relevant training on promoting positive behaviour.

Attend external training events and ensure that staff attend relevant in-house or external training for behavior management. A record will be kept of staff attendance in staff personal folders.

We recognize that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of the setting.

### **In order to achieve this:**

All adults, staff, volunteers, students will provide a positive role model for the children with regard to friendliness, care and courtesy.

We familiarize new staff and volunteers with the setting's behavior policy and its guidelines for behaviour.

We work in partnership with children's parents. Parents/carer's are regularly informed about their children's behaviour by their key person.

Adults with Horsmonden Kindergarten will praise and endorse desirable behaviour such as willingness to share and kindness.

We expect all members of our setting - children, parents, staff, volunteers and students to keep to the guidelines, requiring these to be applied consistently.

At Horsmonden Kindergarten we use positive strategies for handling inconsiderate behaviour. We do this by helping children find solutions in ways which are appropriate for the child's age and stage of development. Such solutions include, acknowledgement of feelings, explanations as to what was not acceptable, supporting children to gain control of their feelings so that they can learn a more appropriate response.

We support each child in developing their self-esteem, confidence and feelings of competence.

We support each child in developing their sense of belonging in the group, so they feel valued and welcome.

We acknowledge considerate behaviour such as kindness and willingness to share.

We acknowledge considerate behavior towards another who may be hurt or upset.

We provide activities that encourage co-operation and working together.

We ensure we provide enough popular toys and resources so children are occupied without the need for conflict over sharing and waiting for turns.

When children behave in inconsiderable ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.



### **Children under three years**

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff, are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

### **Rough and tumble play and fantasy aggression**

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behavior is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies - blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

### **Hurtful behaviour**

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

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.

### **Bullying**

Although bullying is rare in children under the age of five, we take any bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene immediately to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;

- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

**At Horsmonden Kindergarten, we do not:**

Use 'time out' techniques.

Send a child out of the room by themselves.

Use physical punishment, such as smacking or shaking.

Shout or raise our voices in a threatening way.

Use techniques intended to single out and humiliate individual children.

In cases of serious misbehaviour, such as racial abuse or bullying, the unacceptability of the behaviour and attitudes will be made clear immediately, by means of explanation rather than personal blame.

**At Horsmonden Kindergarten we do:**

Offer visual clues to encourage positive behaviour.

Observe and plan accordingly to support behaviour.

Have consistent boundaries and limits observed by staff members.

Have agreed expectations that are fair, clear and are age appropriate.

Work with parents, carers and health professionals, to identify children with additional needs and support them accordingly.

Provide children with warm and nurturing relationships.

**This policy was adopted at a meeting of Horsmonden Kindergarten during October 2012**

**This was reviewed in March 2024**

## **Equality, Inclusion and Valuing Diversity Policy**

### **Statement of intent**

Horsmonden Kindergarten is committed to providing equality of opportunity and anti-discriminatory practice for all children and families as it is crucial to the provision of a high-quality environment.

### **We aim to:**

- Provide a secure environment in which all our children can flourish and in which all contributions are valued.
- Include and value the contribution of all families to our understanding of equality and diversity
- Provide positive non-stereotyping information about different ethnic groups and people with disabilities
- Improve our knowledge and understanding of issues of equality and diversity
- Make inclusion a thread which runs through all of the activities of the Kindergarten.

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

- Race Relations Act 1976
- Race Relations Amendment act 2000
- Sex Discrimination Act 1976m1986
- Children Act 1989, 2004 and 2006
- The Equality Act
- Disability Discrimination Act (DDA) 1995, 2005
- Special Educational Needs & Disability Act 2001
- The Equality Act 2010

### **Admissions**

Horsmonden Kindergarten is open to all members of the community.

- We ensure that the existence of the Kindergarten is widely advertised in places accessible to all sections of the community, on our website and other social media sites.
- We ensure that information about our Kindergarten is accessible - in written and spoken form - and, where appropriate, in different languages.
- Horsmonden Kindergarten is open to every family in the community. The waiting list is not operated on a first come first served basis, but on a fairer system. We arrange our waiting list by date of birth, which is detailed in the Admissions Policy.
- The Free Early Education Entitlement ensures that children entitled to free funding all have the option to have up to 30 hours.
- We do not discriminate against a child or their family on the basis of colour, ethnicity, religion or social background.
- We do not discriminate against a child with a disability or refuse a child entry to our Kindergarten because of any disability.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the Kindergarten and in the curriculum offered.
- We are unprejudiced to diversity in individuals both children and adults and therefore all types of person may participate in an appropriate manner in our Kindergarten.
- We ensure that all parents are made aware of our Equal Opportunities Policy.

## **Employment**

- Vacancies are advertised as widely as budgets allow and will aim to reflect the needs of the community.
- Applicants are welcome from all backgrounds and posts are open to all.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006.
- This ensures fairness in the selection process.

## **Training**

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

## **Curriculum**

The curriculum offered in the pre-school encourages children to develop positive attitudes to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking. Our environment is accessible for all visitors and service users. We modify resources and the environment in order to make reasonable adjustments to accommodate the needs of disabled children and adults (Equality Act 2010)

We do this by:

- Making children feel valued and good about themselves; ensuring that children have equality of access to learning;
- Undertaking an Equal Opportunities Audit twice a year to assess the range of users to the Kindergarten and ensure we are being inclusive.
- Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments.
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and understanding.
- Differentiating the curriculum to meet children's special educational needs.
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypes or derogatory images in the selection of materials.
- Celebrating a wide range of festivals
- Creating an environment of mutual respect and tolerance
- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.

## **Valuing Diversity in Families**

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the Kindergarten.
- We encourage parents/carers to take part in the life of the Kindergarten and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

## **Food**

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

## **Meetings & Information**

- Parents Consultations are arranged two times a year with flexible timings to try and ensure that all parents have a chance to attend.
- Information is communicated in a variety of ways - written, verbal and facilities to translate to ensure that all parents have information about access to the meetings.

## **Monitoring and reviewing**

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

**This policy was adopted at a meeting of Horsmonden Kindergarten held on: 18<sup>th</sup> February 2011**  
**This was reviewed in February 2024**

## **Grievance and Disciplinary Policy**

### **Grievance Procedure:**

#### **Introduction**

The Kindergarten's objective is to resolve any grievances employees may have amicably and quickly. Employees who have a problem, concern or grievance about their work, working environment or working relationships should refer to this procedure. This procedure will be reviewed by the Kindergarten on a regular basis and may be amended from time to time. This grievance procedure is referred to in your contract of employment but is not contractual.

#### **1. Informal Procedure**

If you have a grievance relating to your employment you should first discuss the matter with the Kindergarten Supervisor who will seek to resolve the matter informally.

If this approach does not resolve your grievance, or you wish to raise the matter formally, you should refer to the formal procedure set out below.

#### **2. Formal Procedure**

In order to raise a formal grievance, you will need to set out your problem or concern in writing and submit it to the Kindergarten Supervisor. If your grievance concerns the Kindergarten Supervisor, you should submit your written grievance to the Chair of the Committee.

If you have difficulty setting out your grievance in writing, you should seek help from a supervisor or the chairperson if your grievance concerns a supervisor.

The Kindergarten Supervisor will attempt to deal with the matter after making such investigations as are necessary. The Kindergarten Supervisor will then ask you to attend a grievance hearing. You should take all reasonable steps to attend the hearing. Where possible, this will be held within five working days of receipt of your letter. At the hearing, you will be given an opportunity to explain your grievance to the Kindergarten Supervisor and say how you think it should be resolved.

After the hearing, further investigation may take place and action may be taken. The Kindergarten Supervisor will inform you of her response to the grievance in writing, where possible, within five working days of the hearing. A copy of the notes taken at the hearing will be given to you.

#### **3. Appeal**

If the Kindergarten Supervisor's decision does not adequately resolve your grievance, you should appeal in writing to the Chair of the Committee. You should submit your appeal within five working days of receipt of the decision, setting out your grievance in full and explaining how the decision reached failed to resolve it.

You will then be called to an appeal hearing with the person deciding your appeal and should take all reasonable steps to attend. The hearing will, where possible, be held within five working days of receipt of your appeal. After the hearing, further investigation may take place and action may be taken. The person hearing your appeal will inform you of their decision, where possible, within five working days of the hearing. The appeal decision shall be final.

#### **4. Request to be accompanied**

You may be accompanied by a work colleague at any grievance or appeal hearing. If you wish to be accompanied by a colleague, that person will be entitled to a reasonable amount of time away from their duties with pay to discuss your grievance with you and attend any hearings. The person who accompanies you at the hearing may address the hearing on your behalf to put or sum up your case, respond to a view expressed at the hearing on your behalf and confer with you, but may not answer questions on your behalf. You should inform the person holding the hearing in advance if you wish to be accompanied.

#### **5. Modified Procedure**

This will apply in place of the informal and formal procedure above if you are raising a grievance following the termination of your employment and you agree with the Kindergarten that you will follow this modified procedure.

You should set out your problem or concern in writing and submit it to the person who was the Kindergarten Supervisor, or if the grievance is about that person, to the Chair of the Committee. After making such investigations as are necessary the Kindergarten Supervisor (or other as appropriate) will set out the Kindergarten's response in writing and send it to you. The Kindergarten Supervisor will respond promptly and in any event within 28 days of receipt of your letter. This decision shall be final.

#### **7. Records and Confidentiality**

Where possible, records will be kept at all stages of the grievance procedure, detailing the nature of the grievance and the action taken. These records are confidential and must be treated as such by all persons involved in the grievance procedure.

#### **8. Disciplinary Rules**

The purpose of the disciplinary procedure is to maintain standards of conduct, attendance and job performance and to ensure fair and consistent treatment for all employees. This procedure will be reviewed by the Kindergarten on a regular basis and may be amended from time to time. The disciplinary procedure<sup>1</sup> is referred to in your statement of terms of employment but is not contractual.

Examples of misconduct and gross misconduct are set out at the end of this procedure.

#### **9. Investigation**

No disciplinary action will be taken until the Kindergarten has investigated the matter.

At all stages of the procedure, you will be advised in advance in writing of the nature of the complaint against you which has led the Kindergarten to consider taking disciplinary action against you. All documents and discussions forming part of the disciplinary procedure are confidential and should be treated as such by everyone involved.

#### **10. Suspension**

You may be suspended from your duties and be required to stay away from work for all or part of any disciplinary procedure, including while an investigation is carried out into any complaint. While you are suspended you will remain on full pay and benefits. Any period of suspension will not normally last for more than 14 days. Suspension is not considered a disciplinary sanction.

## **11. Disciplinary Hearing**

If, having investigated the matter, the Kindergarten considers that disciplinary action may be appropriate, it will hold a disciplinary hearing.

Prior to the hearing, you will be given a letter setting out the allegations against you. You will also be given copies of any relevant documents that the Kindergarten wishes to refer to at the hearing. If you have any documents that you think may assist the Kindergarten with their investigation, you should submit them to the person investigating the matter prior to the hearing.

You should also inform the person investigating the matter if you are aware of any witnesses who may be able to provide evidence of the allegations made.

You will be given time to prepare for the hearing and are expected to take all reasonable steps to attend the hearing. At the hearing, you will be given the opportunity to state your case and answer any allegations made against you before a decision is taken.

Before making a decision, the Kindergarten will take into account your relevant disciplinary and general record, length of service, actions taken in any previous similar cases and any explanations given by you. The Kindergarten will also consider whether the intended disciplinary action is reasonable in all the circumstances.

## **12. Request to be accompanied**

You may be accompanied by a work colleague at the hearing. If you wish to be accompanied by a colleague, that person will be entitled to a reasonable amount of time away from their duties with pay to discuss the matter with you and attend any hearings. The person who accompanies you at the hearing, may address the hearing on your behalf to put or sum up your case, respond to a view expressed at the hearing on your behalf and confer with you, but may not answer questions on your behalf. You should inform the person holding the hearing in advance if you wish to be accompanied at the hearing.

## **13. Disciplinary Action**

The following disciplinary action will normally be adopted in cases of misconduct or gross misconduct or poor performance. The Kindergarten reserves the right to apply the sanctions at such level as it deems appropriate given the nature and severity of the alleged misconduct or poor performance. For the avoidance of doubt, the Kindergarten is not required to start with a verbal warning and work through the various sanctions in all cases. Rather, in very serious cases, the Kindergarten may decide that dismissal is the appropriate sanction for a first offence. In appropriate cases of poor performance, you will be offered training and other assistance to help you achieve the required standards within the period specified.

### **13.1 Verbal Warning**

For minor misconduct or failure to achieve satisfactory standards, a formal verbal warning will be given, normally by the Kindergarten Supervisor. Any verbal warning will be recorded in writing and you will be asked to countersign the written record to acknowledge receipt. The warning will confirm the nature of any misconduct or poor performance and the change in behaviour or improvement in performance that is required. The written record will be kept on your personnel file. If you are responsible for further misconduct (of the same or another type) or fail to improve your performance within six months of the warning being given, the Kindergarten will normally look to impose the next level of sanction. Otherwise, the warning will be considered spent after six months although the record will remain on your personnel file as long as it continues to be relevant.



### **13.2 First Written Warning**

For more serious misconduct, or in the event of further minor misconduct (of the same or another type) or failure to achieve satisfactory standards occurring within six months of a verbal warning, a first written warning will be given. This warning will normally be given by the Kindergarten Supervisor. The warning will confirm the nature of any misconduct or poor performance and the change in behaviour or improvement in performance that is required.

### **13.3 First Written Warning/contd.**

If you are responsible for further misconduct or fail to improve your performance within six months of the first written warning being given, the Kindergarten will normally look to impose the next level of sanction. Otherwise, the first written warning will be considered spent after six months although the record will remain on your personnel file as long as it continues to be relevant.

### **13.4 Final Written Warning**

For serious misconduct that warrants a first and final warning, or in the event of further misconduct (of the same or another type) during the currency of an earlier warning, or failure to achieve satisfactory standards of performance within a specified time, a final written warning will be given. This warning will normally be given by the Kindergarten Supervisor. The warning will confirm the nature of any misconduct or poor performance and the change in behaviour or improvement in performance that is required. This warning will state that the consequences of a failure to comply with any requirement imposed will normally be dismissal. A final written warning will be considered spent after 12 months although the record will remain on your personnel file as long as it continues to be relevant.

### **13.5 Dismissal**

Dismissal may result from a very serious first act of misconduct or from any further misconduct (of the same or another type) during the currency of an earlier warning, or failure to achieve satisfactory standards of performance within a specified time. The decision to dismiss will usually be made by the Chair of the Committee.

### **13.6 Gross Misconduct**

In the case of gross misconduct, you will normally be dismissed without notice or pay in lieu of notice. In exceptional circumstances, or if there are any genuine mitigating circumstances, alternative disciplinary action may be taken. The decision to dismiss for gross misconduct will usually be made by the Chair of the Committee.

### **13.7 Disqualification**

In the event of the disqualification of the registered provider the person living in the same household as the registered provider or a person employed in that household, the provider must not continue as an early years provider or be directly concerned with the management of such provision. Where an employer becomes aware of relevant information which may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children. In the event of disqualification of a person employed at Horsmonden Kindergarten the Chairperson must not continue to employ that person. Ofsted will be given the following information when relevant:

- Details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006;

- The date of the order, determination or conviction, or the date when the other ground for disqualification arose;
- The body or court which made the order, determination or conviction, and the sentence (if any) imposed; and
- A certified copy of the relevant order or conviction).

The relevant information will be provided to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the provider became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries.

## **14. Appeal**

If you are dissatisfied with any disciplinary decision affecting you, you should inform the Chair of the Committee in writing of your wish to appeal. Any appeal must be made in writing, within five working days of the disciplinary decision objected to being made known to you. The possible grounds on which an appeal could be made are:

**14.1** the sanction imposed was inappropriate; and/or

**14.2** new evidence which was not previously available and which is material to the decision has come to light; and/or

**14.3** the disciplinary hearing was not conducted fairly.

The appeal will, where possible, be heard by a different person who has not been involved in the earlier procedure. The appeal hearing will usually be conducted within five working days of receipt of your written appeal. At the hearing, you will be given an opportunity to state your case.

You may be accompanied by a work colleague at the appeal hearing. If you wish to be accompanied by a colleague, that person will be entitled to a reasonable amount of time away from their duties with pay to discuss the appeal with you and attend the appeal hearing. The person who accompanies you at the appeal hearing may address the hearing on your behalf to put or sum up your case, respond to a view expressed at the hearing on your behalf and confer with you, but may not answer questions on your behalf. You should inform the person holding the appeal hearing in advance if you wish to be accompanied at the appeal hearing.

You are expected to take all reasonable steps to attend the appeal hearing.

You will be informed of the decision by the person hearing your appeal and this decision shall be final.

If you appeal against a decision to dismiss you, your dismissal will be effective as at the date specified in your dismissal letter unless your appeal is upheld. Where your appeal is upheld, you will be reinstated and your employment will be deemed to have continued during the period between the decision to dismiss you and the appeal decision being made.

## **15. Records and Confidentiality**

Where possible, records will be kept at all stages of the disciplinary procedure detailing the nature of the disciplinary offence and the action taken. These records are confidential and must be treated as such by all persons involved in the disciplinary procedure.

## **16. Examples of Misconduct**

The following is a non-exhaustive list of examples of offences that amount to misconduct:

**16.1** unauthorised absence from work;

**16.2** poor timekeeping;

**16.3** damage to Kindergarten property or the property of an employee or customer;

- 16.4** misuse of Kindergarten property or facilities;
- 16.5** unacceptable performance;
- 16.6** failure to observe Kindergarten procedures;
- 16.7** breach of Kindergarten rules; and
- 16.8** abusive behaviour.

## **17.Examples of Gross Misconduct**

The following is a non-exhaustive list of examples of offences that amount to gross misconduct:

- 17.1** Theft of Kindergarten property or the property of an employee or customer;
- 17.2** Dishonesty;
- 17.3** Violent, abusive or intimidating conduct;
- 17.4** Unlawful discrimination or harassment;
- 17.5** Falsification of records, expenses forms or self certification forms (including disclosing incorrect information on your application form);
- 17.6** Unauthorized use or disclosure of confidential information;
- 17.7** Attending work under the influence of alcohol or non-medically prescribed drugs;
- 17.8** Refusal to carry out duties or reasonable instructions or serious insubordination;
- 17.9** Any action likely to bring the Kindergarten into disrepute
- 17.10** Deliberate and serious damage to property;
- 17.11** Serious breach of health and safety rules;
- 17.12** Deliberately accessing internet sites containing pornographic, offensive or obscene material;
- 17.13** Serious misuse of the organisation's property or name;
- 17.14** Causing loss, damage or injury through serious negligence.
- 17.15** Not disclosing any convictions, cautions and warnings that may affect their suitability to work with children and living in the same household as another person who has been disqualified from working with children or on the sex offending register.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012**

**This was reviewed in February 2024**

## **GDPR Policy**

The General Data Protection Regulation, GDPR, replaces all previous Data Protection Directives that were in place. It was approved by the EU Parliament in 2016 and comes into effect on 25<sup>th</sup> May 2018.

GDPR states that personal data should be 'processed fairly and lawfully' and 'collected for specified, explicit and legitimate purposes' and that individuals' data is not process without their knowledge and are only processed with their 'explicit' consent. GDPR covers personal data relating to individuals, Horsmonden Kindergarten is committed to protecting the rights and freedoms of individuals with respect to the processing of children's, parents, visitors and staff personal data.

The GDPR Act gives individuals the right to know what information is held about them. It provides a framework to ensure that personal information is handled properly.

### **GDPR includes certain rights for individuals**

#### **1. The right to be informed**

Horsmonden Kindergarten is a registered Childcare provider with Ofsted and as such is required to collect and manage certain data.

Parent names, addresses, telephone numbers, email addresses, date of birth and National Insurance numbers are required.

Pupil names, addresses, date of birth and birth certificate numbers.

For parents claiming the free nursery entitlement this information is passed on to Kent County Council using a secure electronic file transfer system.

Horsmonden Kindergarten collects certain details from visitors to the premises, such as names, telephone numbers, addresses and if appropriate company names. This is required to fulfil our Health and Safety and Safeguarding Policies.

As an employer, Horsmonden Kindergarten is required to hold data on its employees; names, addresses email addresses, telephone numbers, date of birth, National Insurance numbers, photographic IK, bank details and next of kin details.

The Disclosure and Barring Service is used to check employees and volunteers for their suitability to work at the Kindergarten and the Kindergarten hold the certificate numbers following these checks.

#### **1. The right of access**

At any point an individual can make a request relating to their data and Horsmonden Kindergarten will need to provide a response (within 1 month). Horsmonden Kindergarten can refuse a request, if we have a lawful obligation to retain data i.e. from Ofsted in relation to the EYFS, but we will inform the individual of the reasons for the rejection. The individual will have the right to complain to the Information Commissioners Office if they are not happy with the decision. The ICO can be contacted at Information Commissioners Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or [ico.org.uk/](http://ico.org.uk/)

#### **2. The right to erasure**

Individuals have the right to request the deletion of their data where there is no compelling reason for its continued use. However, Horsmonden Kindergarten has a legal duty to keep children's and parents details for a reasonable time

(as specified in our Retention of Records Policy). The data is archived securely on site and shredded at the end of the legal retention period.

### **3. The right to restrict processing**

Parents, visitors and staff can object to Horsmonden Processing their data. This means that data can be stored but must not be used in any way. The use of photographs for example may be restricted using the Media Consent Form.

### **4. The right to data portability**

Horsmonden Kindergarten requires data to be transferred from one IT system to another. Examples of this include sharing information with Kent County Council, sharing information with parents using Tapestry. The information is transferred using secure file transfer systems.

### **5. The right to object**

Parents, visitors and staff can object to their data being used for certain activities like marketing.

### **6. The right not to be subject to automated decision-making including profiling**

These rights related to the use of automated decision-making where there is no human involvement and profiling is an automated system to evaluate things about an individual. Horsmonden Kindergarten does not use personal data for such purposes.

## **Storage and use of personal information**

All paper copies of children's and staff records are kept in a locked filing cabinet in the office at Francis Austen Memorial Hall, Back Lane, Horsmonden, TN12 8NJ.

Members of staff can have access to the children's records, but information taken from these files is confidential. The records remain on site at Horsmonden Kindergarten at all times. The records are shredded at the end of the retention period.

Information about individual children is used in certain documents, such as a weekly register, medication forms, accident books, referrals to external agencies and disclosure forms. These records are shredded after the relevant retention period.

When a child leaves Horsmonden Kindergarten their data may be shared with the receiving school. Such information will be sent via a secure file transfer system, or the parent/carer will be given the data to deliver to the receiving school.

Horsmonden Kindergarten stores and uses personal data held visually in photographs or video clips or as sound recordings, provided the parent has given their permission via the relevant Consent Form.

Access to all office computers, drop box files and Tapestry Online Learning Journal is password protected.

Any portable data storage used to store personal data is stored in a locked filing cabinet.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during May 2018.**

**This policy was reviewed in February 2024**

### **Reserves Policy**

1. Horsmonden Kindergarten is a registered charity, offering pre-school education and nursery places for children aged 2 to school age. The Kindergarten is run by a Management Committee, which actively undertakes fund-raising activities to create extra income towards play equipment, improvements and ongoing improvements and investment.
2. Annual income from fees should, in general, meet the annual budgeted costs of the Kindergarten. In years of low numbers of children (largely determined by local population), reserves may be used (supplemented by additional fundraising) to meet the general running costs of the kindergarten.
3. The Committee has reviewed the Kindergarten's need for reserves in line with guidance issued by the Charity Commission and the Pre-school Learning Alliance. The Kindergarten needs reserves in order to:
  - i) Meet statutory redundancy liabilities should the Kindergarten have to close;
  - ii) Ensure there are sufficient cash reserves in the current account to cover day to day running costs;
  - iii) Ensure continuity of service provision by: a. meeting unexpected costs such as cover for illness or maternity leave; b. covering running costs during periods of lower income
  - iv) Maintain the building and Locket Green in a safe and secure manner for the protection and enjoyment of the children, and to maintain play resources and equipment
  - v) Meet the cost of repairs to the fabric of the building which are essential to retain the building's integrity (it is the committee's desire that such expenditure could be immediately met without prejudicing the day-to-day running of the Kindergarten).
4. The Committee are committed to keeping the equivalent of 3-4 months operating expense in reserve. The Committee believes that this level of reserves is prudent and necessary to ensure that the Kindergarten can run efficiently and meet future needs.
5. Horsmonden Kindergarten has no restricted funds, and therefore all cash balances can be considered to be part of reserves. In the event of reserves falling significantly below the target level, the Kindergarten will aim to restore the reserves as soon as possible by increasing fundraising, increasing earned income, or reducing expenditure.
6. Similarly, if reserves are significantly above the target level, the Committee will put in place a plan as soon as possible, aiming to eliminate the excess within four years by spending money to enhance the quality of Kindergarten provision, or otherwise further the aims of the Kindergarten, or by reducing fundraising. The Committee will not, however, take any steps that might call into question the ability of the Kindergarten to continue as a financially viable operation in the long term.
7. The Committee will monitor the level of reserves regularly, and review the reserve policy and position at least annually.

**This policy was adopted at a meeting of Horsmonden Kindergarten on 9<sup>th</sup> March 2016**

**This was reviewed in February 2024**

### **Fire Safety and Emergency Evacuation Policy**

- Tina Walker and Sarah Parsons (Co-Supervisors) and all members of staff are familiar with the requirements of the Regulatory Reform (Fire Safety) Order 2005 which came into force in October 2006 and replaced any previous fire safety regulations.
- Horsmonden Kindergarten are familiar with the guidance that applies to early years settings as detailed in the “*Fire Safety Risk Assessment - Educational Premises*” **publication**
- Horsmonden Kindergarten understand that the basis of the new regulations is risk assessment. Managers carry out a written fire evacuation risk assessment. This will follow the guidance as set out as above.
- The Frances Austen Memorial Hall continually reviews and updates the risk assessment policy document.
- Fire doors are clearly marked, never obstructed and easily opened from inside.
- Smoke detectors/alarms and firefighting appliances conform to BSEN standards, and are fitted in appropriate high-risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
  - clearly displayed in the premises
  - explained to new members of staff, volunteers and parents
  - practised regularly, at least once every six weeks
- Records are kept of fire drills and the servicing of fire safety equipment.

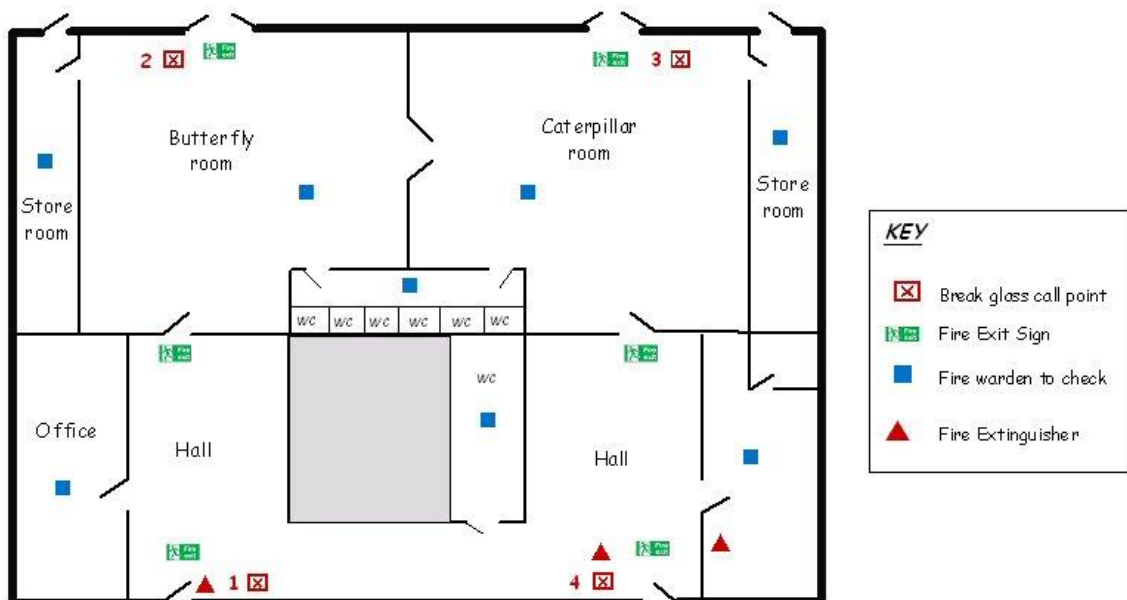
### **Fire Evacuation Procedure**

The following process will be followed should it be necessary to evacuate the building:

- Once alarm sounds members of staff will line children up in front of the emergency exits in each classroom. All other visitors etc to leave from nearest available exit.
- The children will be led out of the classrooms and taken out through the fire exit gate where the children and staff will line up in the designated area on Locket Green (grass playing field behind the building – a safe distance away from the building).
- If the classroom exits are unavailable then the children will be evacuated using both/either of the front entrance doors and will be led through the playground and through the gate into the playing field.
- A member of staff / fire marshal will collect the register, a mobile phone. They will then complete a head count and a register of children and staff

- Whilst the children are exiting the building a staff member will thoroughly check all classrooms, outside play area washrooms, and disabled toilet, entrance hall, office, kitchen, storage cupboards.
- Once the building has been evacuated the emergency services will be called.
- All staff and children will assemble at Horsmonden Primary School in the event of a real fire.
- Fire extinguishers are located by both front entrances and in the kitchen where there is also a fire blanket. Stop cock and fuse box can be located in the boiler cupboard in the kitchen.
- The drill will be logged each time it is carried out

### Plan of the Building



**FOR FURTHER DETAILS RELATING TO FIRE AND EMERGENCY EVACUATION, PLEASE REFER TO THE RED FOLDER MARKED "FIRE".**

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012  
This was reviewed in February 2024



## **Health and Safety Policy**

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

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

In order to achieve these aims we adhere to the following procedure

- Our designated members of staff responsible for health and safety are Tina Walker, and Sarah Parsons.
- They are competent to carry out these responsibilities.
- They have undertaken health and safety training and regularly update their knowledge and understanding.
- We display the necessary health and safety posters.

### **Insurance cover**

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in the main foyer area.

### **Raising Awareness**

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults can adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the Horsmonden Kindergarten.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- We operate a **no smoking policy** within the Frances Austen Memorial Hall and in the outside area that the children have access to during the sessional care.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

### **Space Requirements**

- Horsmonden Kindergarten meet the necessary space requirements of 2.5m<sup>2</sup> for children aged two years old and 2.3m<sup>2</sup> for children aged three to five years of age.

### **Outdoor Play**

- Children have the opportunity to play in the fresh air throughout the year.
- Our outdoor space is securely fenced and checked regularly and cleared of any rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.

- Where water can form a pool on equipment, it is emptied before children start playing outside.
- All outdoor activities are supervised at all times.

## Hygiene

- We keep up to date with the recommendations set out from the Environmental Health Department and the Health Authority and follow their guidelines.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine which includes play rooms, kitchen, toilets and the nappy changing area.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the appropriate, hygienic disposal of nappies, this area is checked and recorded three times a day.
- Hygienic rules, related to bodily fluids, are followed with particular care and all staff and volunteers are aware of how infections, including HIV can be transmitted.
- We implement good hygiene practices by:
  - cleaning tables between activities
  - cleaning toilets regularly
  - wearing protective clothing, such as aprons and disposable gloves as appropriate
  - providing sets of clean cloths
  - providing tissues and their, appropriate, hygienic disposal
  - ensuring individual use of towels and their, appropriate, hygienic disposal
  - encouraging the children to shield their mouths when coughing
  - ensuring that children with pierced ears do not try on or share one another's earrings.

## Cleaning and Clearing

- Any spills of blood, vomit or excrement are wiped up and flushed away down the toilet.
- Rubber gloves are always used when cleaning up spills of bodily fluids. Floors and other affected surfaces are disinfected using chlorine or iodine bleach diluted according to the manufacturer's instructions and following **COSHH** procedures.
- Fabrics contaminated with body fluids are thoroughly washed in hot water.
- Spare laundered pants and other clothing are available in case of accidents and polythene bags are made available in which to wrap soiled garments.
- All surfaces are cleaned daily and in between activities with an appropriate cleaner.

## Activities

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending Horsmonden Kindergarten.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children who are sleeping are checked regularly.

- Children learn about health, safety and personal hygiene through the activities we provide and the daily routines we follow.

## **Food and drink**

- Staff who prepare and handle food receive appropriate training and understand and comply with food safety and hygiene regulations. Regulation (EC) 852/2004 of the European Parliament and of the Council on the Hygiene of Foodstuffs.
- In particular each adult will:
  - Always wash hands in a separate area to where food is being prepared.
  - Always wash hands under running water before handling food and after using the toilet.
  - Not be involved with the preparation of food if they are suffering from any infectious/contagious illness or skin problems.
  - Never cough or sneeze over food
  - Use different cleaning cloths for the kitchen, play and toilet areas.
  - Prepare raw and cooked food in separate areas and on separate colour coded chopping boards.
  - Keep food covered and refrigerated where necessary, once opened or prepared label with the date.
  - Ensure that all fresh fruit and vegetables are washed thoroughly before use
  - Ensure that all utensils are kept clean and stored in a dust-free place
  - Ensure waste is disposed of properly and out of reach of children. A lid is kept shut on the dustbin and hands are washed after using it.
  - Never carry hot drinks through the play area(s) and do not place hot drinks within reach of children.
  - Supervise snack and meal times appropriately and ensure that children do not walk about with food and drinks.
  - Make fresh drinking water available to the children at all times.
  - Operate systems to ensure that children do not have access to food/drinks to which they are allergic.

## **Healthy Eating**

- Horsmonden Kindergarten promote healthy eating at all times. As a minimum, children are offered: one item of fruit/raw vegetable (e.g. apple, pear, banana, satsuma), one protein (e.g. cheese), one item of carbohydrate (e.g. bread, breadsticks, crackers). In addition, we always offer water or milk to the children.

## **Outings and visits**

- We have agreed procedures for the safe conduct of outings.
- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.
- Parents always sign consent forms before major outings.
- A risk assessment on the proposed venue is carried out before an outing takes place.
- Our adult to child ratio for outings is high
- Named children are assigned to individual staff to ensure each child is individually supervised and to ensure no child gets lost and that there is no unauthorised access to children.
- Outings are recorded in a risk assessment for that outing stating:
  - the date and item of outing
  - the venue and mode of transport
  - names of staff assigned to named children

- time of return
- Staff take a mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack and where needed a snack/water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
- A minimum of two staff should accompany children on outings even where parent volunteers are assisting and a minimum of two staff should remain behind with the rest of the children.

### **Missing child**

If a child goes missing from Horsmonden Kindergarten:

- The person in charge will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- The person in charge talks to staff to establish what happened.
- If the child is not found, the parent is contacted and the missing child is reported to the police.

If a child goes missing from an outing where parents are not attending and responsible for their own child, the setting ensures that there is a procedure that is followed.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff searches the immediate vicinity but does not search beyond that.
- The person in charge is informed, if s/he is not on the outing and makes their way to the venue to aid the search and be the point of contact for the police as well as support staff.
- Staff take the remaining children back to the Frances Austen Memorial Hall.
- The person in charge of the setting contacts the child's parent who makes their way to the setting or outing venue as agreed with the person in charge.
- The staff contact the police using the mobile phone and report the child as missing.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The person in charge contacts the chairperson of the management committee who comes down to the setting as soon as possible.

### **The investigation**

- The management committee chairperson carries out a full investigation taking written statements from all the staff present at the time, or who were on the outing.
- The key person/staff writes an incident report detailing:
  - the date and time of the incident
  - what staff/children were in the group/outing
  - when the child was last seen in the group/outing
  - what has taken place in the group/outing since then
  - the time it is estimated that the child went missing
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff.

- The incident is reported under RIDDOR arrangements and is recorded in the incident book. Ofsted is informed.
- The Insurance department at the Pre-school Learning Alliance is informed.

## **Animals**

- Animals visiting the setting are free from disease and safe to be with children, and do not pose a health risk.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms are cleaned of mud and debris and are not worn indoors.

## **First aid and medication**

At least one member of staff with current first aid training is on the premises or on an outing at any one time. The first aid qualification they hold, includes first aid training for infants and young children. Training will be obtained for other medical conditions when necessary.

Our first aid kit complies with the Health and Safety (First Aid) Regulations 1981 and contains the following items ONLY:

- Triangular bandages (ideally at least one should be sterile) - x 4
- Sterile dressings:
  - a) Small (formerly Medium No 8) - x 3
  - b) Medium (formerly Large No 9) – HSE 1 - x 3
  - c) Large (formerly Extra Large No 3) – HSE 2 - x 3
- Composite pack containing 20 assorted (individually-wrapped) plasters
- Sterile eye pads (with bandage or attachment)
- Container or 6 safety pins 1
- Guidance card as recommended by HSE 1

In addition to the first aid equipment, each box is supplied with:

- a) 2 pairs of disposable plastic (PVC) gloves
  - b) 1 plastic disposable apron
  - c) a children's forehead 'strip' thermometer
- The first aid box is easily accessible to adults and is kept out of the reach of children.
  - No un-prescribed medication is given to children, parents or staff.

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

Parents sign a consent form at registration allowing staff to: apply a dressing if necessary (e.g. plaster); administer any prescribed medicine (see separate note on prescribed medicine); take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

## **Our Accident Book**

- is kept safely and accessibly
- call parent/carer when a head injury has occurred
- all staff and volunteers know where it is kept and how to complete it
- is reviewed at least half termly to identify any potential or actual hazards

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

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

### **Dealing with incidents**

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

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

Information for reporting the incident to Health and Safety Officer is detailed in the Pre-school Learning Alliance's publication, Accident Record.

### **Our Incident Book**

- We have ready access to telephone numbers for emergency services, including local police. Where we are responsible for the premises we have contact numbers for gas and electricity emergency services, carpenter and plumber.
- We keep an incident book for recording incidents including those that are reportable to the Health and Safety Executive as above.
- These incidents include:
  - break in, burglary, theft of personal or the setting's property
  - an intruder gaining unauthorised access to the premises
  - fire, flood, gas leak or electrical failure
  - attack on member of staff or parent on the premises or near by
  - any racist incident involving a staff or family on the centre's premises
  - death of a child
  - a terrorist attack, or threat of one
- In the incident book, we record the date and time of the incident, nature of the event, who was affected, what was done about it - or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, should also be recorded.

In the unlikely event of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety when the threat is averted.

**Useful contact; Community Safety Partnership 01892 526121**

- In the unlikely even of a child dying on the premises, for example, through cot death in the case of a baby, or any other means involving an older child, the emergency services are called, and the advice of these services are followed. Ofsted is informed.
- The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

### Administration of medication

- Only prescribed medication may be administered. It must be in-date and prescribed for the current condition.
- Children taking prescribed medication must be well enough to attend the setting.
- Children's prescribed drugs are stored in their original containers, are clearly labelled and are inaccessible to the children.
- Parents give prior written permission for the administration of medication. This must state the name of the child, name/s of parent(s), date the medication starts, the name of the medication and prescribing doctor, the dose and times, or how and when the medication is to be administered.
- Medicines are stored strictly in accordance with product instructions and in the original container in which dispensed.
- The administration is recorded accurately each time it is given and is signed by staff. Parents sign the record book to acknowledge the administration of a medicine.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.
- We use the Pre-school Learning Alliance's publication "*Medication Record*" for recording administration of medicine and comply with the detailed procedures set out in that document.

### Illness

Our policy for the exclusion of ill or infectious children is discussed with parents. This includes procedures for contacting parents, or other authorised adults, if a child becomes ill while in the setting.

- We do not provide care for children who are unwell, have a temperature, or sickness and diarrhoea, or who have an infectious disease.
- Children with headlice are not excluded, but must be treated to remedy the condition.
- Parents are notified if there is a case of headlice in the setting.
- Parents are notified if there is an infectious disease, such as chicken pox.
- HIV (Human Immunodeficiency Virus) may affect children or families attending the setting. Staff may or may not be informed about it.
- Children or families are not excluded because of HIV.
- Good hygiene practice concerning the clearing of any spilled bodily fluids is carried out at all times.
- Staff suffering from sickness and diarrhoea will not be permitted back to work until 48 hours after symptoms have ceased.
- **Public Health England (PHE)** is notified of any infectious diseases that a qualified medical person considers notifiable. (Infectious Disease (Notification) Act 1889). Ofsted is also informed where this is the case i.e. measles/mumps/chickenpox/scarlet fever
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.

### Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All staff complete an annual induction on Health & Safety, Fire Evacuation, Food Safety, and Safe Guarding.

- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own or leave on their own after dark.

## **Records**

In accordance with the National Standards for Day Care and General Data Protection Regulation GDPR, we keep records of:

### **a) Adults**

- the names and addresses of all staff on the premises, including temporary staff who work with the children or who have substantial access to them
- the names and addresses of the owners or of all members of the management committee
- all records relating to the staff's employment with the setting, including application forms, references, results of checks undertaken etc.

### **b) Children**

- the full names, date of birth of the children.
- the addresses and telephone numbers of every parent or carer known to Horsmonden Kindergarten, together with those adults who are authorised to collect children from setting
- details of which of these parents or carers the child normally lives with
- the names, addresses and telephone numbers of emergency contacts in case of children's illness or accident
- the allergies, dietary requirements and illnesses of individual children
- the times of attendance of children, staff, volunteers and visitors
- the names of the children's key workers
- accidents and medicine administration records
- consents for outings, administration of medication, emergency treatment
- incidents

Horsmonden Kindergarten also record and submit the following information to our local authority about individual children receiving the free entitlement to Early Years Provision, as part of the Early Years Census:

- the full names, date of birth, address, gender, ethnicity (collected on a voluntary basis only), special educational needs status, the number of funded hours taken up during the census week, the total number of hours, both funded and unfunded, taken up at the setting during the census week.

In addition, Horsmonden Kindergarten, displays the certificate of registration in the main foyer.

Horsmonden Kindergarten keep a record of the risk assessment, stating when it was carried out, by whom, the date of review and any action taken following an incident or review.

In addition, the following procedures and documentation in relation to health and safety are in place:

## **Safety**

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



- Operational procedures for outings.
- Vehicle records including insurance.
- List of named drivers.

## **Health**

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

## **General**

- All children are supervised by adults at all times and will always be within sight of an adult.
- Children will leave the group only with authorised adults.
- All adults are aware of the system(s) in operation for children's arrivals and departures and an adult will be at the door during these periods. (Please refer to the separate, specific policy document for further details)
- Low level glass will be covered with safety film
- Equipment is checked regularly and any dangerous items repaired/discarded.
- The layout and space ratios at the Frances Austen Memorial Hall allow children and adults to move safely and freely between the activities.
- Internal safety gates/barriers are used as necessary.
- Large equipment is erected with care and checked regularly.
- The premises are checked before locking up at the end of the day/session.
- We ensure that, so far as is reasonable, the facilities, equipment and access to the premises are suitable for children with disabilities.
- The premises are for the sole use of Horsmonden Kindergarten during the hours of operation.
- The Frances Austen Memorial Hall has appropriate fire detection and control equipment (i.e. Fire alarms, smoke detectors, fire extinguishers and fire blankets) which are checked regularly. (Please refer to the separate, specific Fire Evacuation Policy for further details)

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012**  
**This was reviewed in February 2024**

**Risk Assessment – maintain a record of aspects, when and by whom they have been checked.**

Please refer to the additional Risk Assessment Policy Document for a more details of Horsmonden Kindergarten's policy.

Our risk assessment process covers adults and children and includes:

- Checking for and noting hazards and risks indoors and outside our premises and activities
- Assessing the level of risk and who might be affected
- Deciding which areas need attention
- Developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required
- Keeping a record of the risk assessment, stating when it was carried out, by whom, the date of review and any action taken following an incident or review.

This risk assessment is written and is reviewed regularly.

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

- daily before the session begins and at the end of a session
- weekly
- termly (when a full risk assessment is carried out)

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012  
This was reviewed in February 2024**

## **Safety and Security of the Premises Policy**

### **Children's safety**

- We ensure all staff employed have been checked for criminal records by an enhanced disclosure from the disclosure barring service (DBS)
- Staff cannot start work until a satisfactory DBS check has been received.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.

### **Security**

- Systems are in place for the safe arrival and departure of children. The times of the children's arrivals and departures are recorded.
- The arrival and departure times of staff, volunteers and visitors are recorded in our visitors' book and displayed on our notice board.
- Doors are locked at all times and prevent unauthorised access to our premises.
- Doors are locked at all times to prevent children from leaving the premises unnoticed.
- To prevent unauthorised access to Locket Green Coded paddocks are used during session time only.
- The personal possessions of staff and volunteers are securely stored in the office during sessions.

### **Windows**

- Low level windows are made from materials that prevent accidental breakage or are made safe.
- Windows are protected from accidental breakage or vandalism from people outside the building.
- Windows above the ground floor are secured so that children cannot climb through them.

### **Doors**

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

### **Floors**

- All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.

### **Kitchen**

- Children do not have unsupervised access to the kitchen.
- At least one member of staff has an in-date Food Hygiene Certificate.
- All staff follow the guidelines of *"Safer Food Better Business"*.
- Tina Walker and those members of staff responsible for food preparation understand the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to the business.

- A supervisor/deputy carries out daily opening and closing checks on the kitchen to ensure standards are met consistently.
- All staff are responsible for food preparation and serving they follow good hygiene practice
- All surfaces are clean and non-porous.
- There are separate facilities for hand-washing and for washing up.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- When children take part in cooking activities, they:
  - are supervised at all times
  - are given good hygiene practice
  - are kept away from hot surfaces and hot water
  - do not have unsupervised access to electrical equipment

### **Electrical/gas equipment**

- All electrical/gas equipment conforms to safety requirements and is checked regularly, with annual PAT testing by Office Test.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled by individual thermostatic controls on each sink to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

### **Storage**

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

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012**

**This was reviewed in February 2024**

## **Equipment and Resources Policy**

Horsmonden Kindergarten believes that high quality early years care and education are promoted by providing children with safe, clean, attractive, developmentally appropriate resources, toys and equipment.

We provide children with resources and equipment that help to consolidate and extend their knowledge, skills, interests and aptitudes.

In order to achieve this, we:

- provide play equipment and resources that are safe and - where applicable - conform to the BSEN safety standards or Toys (Safety) Regulation (1995)
- provide a sufficient quantity of equipment and resources for the number of children
- provide resources that promote all areas of children's learning and development, which may be child or adult led
- select books, equipment and resources that promote positive images of people of all colours, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping
- provide play equipment and resources that promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children
- provide natural and recycled materials that are clean, in good condition and safe for the children to use
- provide furniture that is suitable for children and furniture that is suitable for adults
- store and display resources and equipment where children can independently choose and select them
- regularly check all resources and equipment that are available at each session and ensure they are put away at the end of each session. We repair and clean, or replace, any unsafe, worn out, dirty or damaged equipment
- keep an inventory of resources and equipment recording the date on which each item was purchased, and the price paid

use the inventory to:

- review the balance of resources and equipment so that they can support a range of activities across all areas of play, learning and development
- record the dates and results of checking the resources and equipment
- record the date when any item is discarded due to being worn out, damaged or unsafe
- provide adequate insurance cover for the setting's resources and equipment
- Where possible, we use resources from other facilities to introduce new resources to support children's interests
- plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012**

**This was reviewed in February 2024**

## Food and Drink Policy

The sharing of refreshments can play an important part in the social life of Horsmonden Kindergarten as well as reinforcing children's understanding of the importance of healthy eating. Horsmonden Kindergarten will ensure that:

Before a child starts at Horsmonden Kindergarten, we find out from parent/s or carers their children's dietary needs, including any allergies. This information is kept on file.

Horsmonden Kindergarten **aim to be a nut free** zone.

- We display information about children's dietary requirements so that all staff are informed of them.
- Staff are required to show sensitivity in providing for children's diets and allergies and it is not used as a label to make a child feel singled out
- We use snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- All meals and snacks provided are nutritious, avoiding large quantities of fat, sugar salt, additives, preservatives and colourings.
- Snacks are planned in advance and food offered is fresh, wholesome and balanced.
- A multicultural diet is offered to ensure that children from all backgrounds encounter familiar tastes and that all children have the opportunity also to try new foods.
- The dietary rules of religious groups and of vegetarians/vegans are known and met in appropriate ways.
- Milk provided for children is semi skimmed and pasturised and water is available at all times.

### **Food and drink**

- Staff who prepare and handle food receive appropriate training during the staff induction process and understand and comply with food safety and hygiene regulations. (Regulation (EC) 853/2004 of the European Parliament and of the Council on the Hygiene of Foodstuffs. In particular each adult will:
  - Always wash hands in a separate area to where food is being prepared.
  - Always wash hands under running water before handling food and after using the toilet.
  - Not be involved with the preparation of food if they are suffering from any infectious/contagious illness or skin problems.
  - Never cough or sneeze over food
  - Use different cleaning cloths for the kitchen, play and toilet areas.
  - Prepare raw and cooked food in separate areas and on separate colour coded chopping boards.
  - Keep food covered and refrigerated where necessary.
  - Ensure that all fresh fruit and vegetables are washed thoroughly before use
  - Ensure that tea towels are kept scrupulously clean and washed between each session.
  - Ensure that all utensils are kept clean and stored in a dust-free place
  - Ensure waste is disposed of properly and out of reach of children. A lid is kept shut on the dustbin and hands are washed after using it.
  - Never carry hot drinks through the play area(s) and do not place hot drinks within reach of children.

- Supervise snack and meal times appropriately and ensure that children do not walk about with food and drinks.
- Make fresh drinking water available to the children at all times.
- Operate systems to ensure that children do not have access to food/drinks to which they are allergic.
- Food that needs reheating at lunchtime will be labelled and put in the fridge promptly. A food temperature monitoring sheet is completed and instructions followed meticulously.

### **Healthy Eating**

- Horsmonden Kindergarten promote healthy eating at all times. As a minimum, children are offered: one item of fruit/raw vegetable (e.g. apple, pear, banana, satsuma) and one item of carbohydrate (e.g. bread, breadsticks, crackers). In addition, we always offer water or milk to the children.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012**

**This was reviewed in February 2024**

### Smoking Policy

Under no circumstances are staff, parents or visitors, allowed to smoke or vape on the premises. This applies to the outside play areas and the surrounding front entrance of the building.

For further explanation, please see our detailed Health and safety policy. This document can be found in folder number 3, Suitable premises, environment and equipment.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012**

**This was reviewed in February 2024**



## Acceptable use Policy

### Horsmonden Kindergarten Rules on Use of Personal Phones

The Kindergarten accepts that employees will bring their mobile phones to work. Employees are not permitted to have their phones in the classrooms; all mobiles must be kept in staff members bags in the designated area (Staff room/Office).

If mobile phones are stored in the office they should ensure that mobile phones are turned off or on silent.

Employees are not permitted to make or receive calls/texts during work time unless they are on designated breaks and are in break areas.

Apple watches and Fitbit must have notifications switched off while in the classroom.

If an employee needs to be contacted urgently during working hours staff are asked to give the nursery telephone number to relevant people ensuring that calls are only received when absolutely necessary.

Staff are not permitted to use recording equipment on their mobile phones, for example: to take photographs or videos of nursery children.

Anyone found to be storing pictures on their mobile phone or found to be using their mobile phone whilst not on a designated break could be liable to disciplinary action.

Parents and visitors are requested not to use their mobile phones whilst on the premises, there is an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically through the day. Visitors will be advised of a quiet space where they can use their mobile phone where there are no children present.

### **Cameras and Videos**

Members of staff must not bring their own cameras or video recorders into the setting.

Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development, or for displays within the setting.

Photographs or recordings of children are only taken on equipment belonging to the setting.

Camera and video use is monitored by the setting manager.

Where parents request permission to photograph or record their own children at special events, permission will first be gained from all parents for their children to be included.

Photographs and recordings of children are only taken of children if there is written permission to do so (found on the individual child's registration form)

### **Computers and electronic communications**

#### *E-mail and internet use*

Horsmonden Kindergarten encourages its employees to use e-mail and the internet at work, for work related business only, however, it requires that employees ensure that their communication is well structured and professional, just as if a letter was being sent.

If you are unsure about whether something you propose to do might breach this e-mail and internet guidance then you should seek advice from the supervisors.

#### *Personal blogs*

The setting realises that in your own time and on non-work computers, you are free to set up personal weblogs or 'blogs' on the internet. Provided that they do not breach the law or disclose any of Horsmonden Kindergarten's, confidential information, breach copyright, defame the company or its suppliers, customers or employees; bring the organisation into disrepute, or disclose personal data or information about any individual that could breach the Data Protection Act 1998.

#### *Social networking websites*

Horsmonden Kindergarten respects employee's right to a private life. However, the Kindergarten must also ensure that confidentiality and its reputation are protected. It therefore requires that if you use social networking websites to:

- refrain from identifying yourselves as working for the early years setting;
- ensure that you do not conduct yourself in a way that is detrimental to the early years setting; and
- take care not to allow your interaction on these websites to damage working relationships between members of employees and service users of the early years setting.

#### *Cyber bullying*

Horsmonden Kindergarten is committed to ensuring that all of its employees are treated with dignity and respect at work. Bullying and harassment of any kind will not be tolerated in the work place. Horsmonden Kindergarten can provide clear guidance on **how bullying and harassment can be recognised. Cyber-bullying methods could include** using text messages, mobile phone calls, instant messenger services, by circulating photos or video clips or by posting comments on web sites, blogs or in chat rooms. Personal blogs that refer to colleagues without their consent is also unacceptable. Employees who cyber-bully a colleague could also face criminal prosecution under various laws, including the Malicious Communications Act 1988.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during in October 2012**  
**This was reviewed in February 2024**

**Special Educational Needs and Disability (SEND) Policy**  
**DFES Special Educational Needs & Disability Code of Practice (2020)**

**Children and Families Act 2014**

The Children and Families Act 2014 requires local authorities to publish, in a single place, information on services and provision across education, transport, health and social care for children and young people aged 0-25 with special educational needs and disabilities (SEND). The purpose of this 'Local Offer' is to enable parents, carers and young people to see more clearly what services are available for children with SEND in their area and how to access them. The process extends to early years settings and all the information below forms our setting's offer and shows how we have, for many years, provided for children with special educational needs and disabilities.

**Our policy**

We support children with special educational needs and disabilities by providing an environment in which all children are supported to reach their full potential.

- We comply with the Statutory Framework for the Early Years Foundation Stage and the Equality Act 2010.
- We have regard to the Special Educational Needs and Disability Code of Practice (2020).
- We ensure our provision is inclusive to all children with special educational needs and disabilities.
- We support parents of children with special educational needs and disabilities.
- Through observation and knowledge we may identify specific needs of some children with special educational needs and disabilities and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary and make adjustments.
- We have a Designated Special Educational Needs & Disabilities Coordinator (SENDCo) who is Tina Walker and Hayley Baldock as Deputy SENDCo.

**Identifying children with Special Educational Needs and Disabilities**

- On induction to our Kindergarten the SENCO and parents share information about the strengths and needs of the child to create a positive partnership.
- Families will be supported for as long as it takes for their child to settle. We want all children to feel happy and safe with us.
- Each child has a Key-person who works closely with each child and the family, and may identify a possible individual need.
- On-going observational assessments are made of all children and are linked to the EYFS.
- The Progress Check at age 2 years old (EYFS 2021) supplies parents/carers with a short, written summary of their child's development and could be a useful part of the early identification process.
- Reports from health care professionals may identify a child's individual need and we will include this in the child's learning and development.

## **Supporting children with SEND**

- Our SENCO will work with all our staff to ensure our SEND provision is relevant and appropriate.
- We use the 'graduated approach system' for identifying, assessing and responding to children with special educational needs. This means using a step-by-step response through the various levels of intervention which are discussion of a concern, targeted support, specialist support and Education, Health and Care Plan (EHC).
- Our SENCO will explain how children's individual needs can be met by planning support using a written Target Plan, Personalised Plan, or an Education Health Care Plan.
- We have systems in place for supporting children during Target Plans, Personalised Plans and a need for an Early Health & Care Plan.
- Target Plans and Personalised Plans will be reviewed and new ones planned by the child's Keyperson, SENCO and parents.
- We access additional support from other professionals where necessary. This can be the Health visitors, Speech & language therapists and the Local Inclusion Forum Team (LIFT).
- Our SENCO will work with all other staff to ensure implementation of the plans and subsequent continuity of care and education by everyone.
- We ensure that parents are informed at all stages of assessment, planning, provision, monitoring and review of your child's progress.
- All documentation is kept in the child's file in a locked filing cabinet to ensure confidentiality.
- A delegated inclusion budget for SEND provided by Kent County Council Education Authority allows us to provide certain resources when needed and attend meetings and training.
- Further funding can be applied for to support your child.
- Our SENDCo has completed specific SENDCo training and also attends SENCO Forums and LIFT Meetings each term to keep up-to-date.
- Our Staff attend training linked to specific needs and will attend further courses if required.

## **Accessibility of the environment**

- Disabled access via the main door.
- Handrail in the Disabled toilet.
- Open plan single story building, easy access to play areas and washroom, access to free-flow outdoor area with safety surface in place
- Resources are easily accessible by the children who have free choice.
- We will make changes or adapt our facilities where necessary.

## **Working with other professionals**

We have regular contact with the following professionals:

- Early Years Equality and Inclusion Team
- Health Visitors
- Speech and Language Therapist

- Local Children's Centre Staff (e.g. parent support advisers)
- Advice from professionals in other areas may be sought as a need arises, such as:
- Physiotherapist
- Occupational Therapist

There are many other professionals who we can contact regarding a child's specific individual needs.

#### **Further information**

- The Key-person is always available for advice and support in the first instance. There is a list of every child and their allocated Key-person in an attendance folder in each room plus a photograph display board showing all members of staff.
- Our Manager and SENDCo are also available to offer advice.
- We can signpost parents to other professionals that may be able to help such as health visitor, speech and language therapist, Early Help and others.
- If a child's needs have been referred to a specific team we will be able to support parents in accessing these services.

Kent County Council Families Information Service – <http://www.kent.gov.uk/education-and-children/special-educational-needs>

#### **Transition into school/or another setting**

- Horsmonden Kindergarten has a close working relationship with the local primary schools. Children are able to visit the outside area of the reception class. The Reception class teachers from all receiving schools are invited to meet staff and the children prior to transfer to school. Where a child has been identified as needing additional visits these are arranged in consultation with the parents and the primary school.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012**

**This was reviewed in February 2024**

### Directory of Useful Contacts, Outside Agencies and Support Services

Name	Role	Contact address	Contact number
Julie Goodfellow	LIFT District Coordinator for Tunbridge Wells	Broomhill Bank School Broomhill Bank Road Rusthall KENT TN3 0TB	01892 502466 julie.goodfellow@stlsoutreach.org.uk
James Gritten	Specialist Teacher	As above	07568427232
NHS Pod	Speech and Language Therapy		Kentcht.nhs.uk
Inclusion Team KELSI website	Advice and support	Worral House 30 Kings Hill Avenue West Malling KENT ME19 4AE	<a href="mailto:EYinclusion@kent.gov.uk">EYinclusion@kent.gov.uk</a>
Paddock wood children's centre		The Wesley Centre Commercial Road Paddock Wood KENT TN12 6DS	03000 418 059
Kent Partnership With Parents	Support for parents/cares of children with SEN/AEN		
Health visitors			<a href="http://www.kentcht.nhs.uk/service/kent-baby-health-visiting-service">www.kentcht.nhs.uk/service/kent-baby-health-visiting-service</a>

### Appendix B

#### SEN resources available at Horsmonden Kindergarten

- SEND Code of Practice
- SEND Toolkit
- Wheelchair access
- Disabled toilet
- Small equipment suitable for use by children with disabilities
  - 'squeeze' scissors
  - Easy grip paint brushes and pencils
  - Sensory touch and feel equipment
- A selection of jig saws suitable for use by children with SEN
  - Easy grip peg puzzles
  - Match and feel blocks and cubes
- Figures/pictures/stories depicting people with disabilities
- Publications
  - Small steps Forward By Sarah Newman
  - Supporting Special Needs By Penny Tassoni
  - Threads of Thinking By Cath Nutbrown

- Information sheets
- Kelsi

## Appendix C

### SEND training of Horsmonden Kindergarten Staff

Name	Course title	Date	Venue
Tina Walker	SENDCo	January 2021	CPD Online
All Staff	Supporting children's behaviour	2014(Nov)	Inclusion Team
Sarah Shepherd	Senco	2015 (June)	West Kent
Hayley Baldock	SENDCo	2022 (June)	CPD Online

### **Illness, Sickness and Disease Policy**

Managing children who are sick, infectious, or with allergies  
(Including reporting notifiable diseases)

#### Policy statement

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

#### Procedures for children who are sick or infectious

- If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the manager/administrator calls the parents and asks them to collect the child, or send a known carer to collect on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts.
- Temperature is taken using a ‘fever scan’ kept near to the first aid box.
- In extreme cases of emergency, the child should be taken to the nearest hospital and the parent informed.
- Parents are asked to take their child to the doctor before returning them to nursery; the nursery can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.
- After diarrhoea, parents are asked to keep children home for 48 hours or until a formed stool is passed.

The setting has a list of excludable diseases and current exclusion times. The full list is obtainable from Public Health England and includes common childhood illnesses such as measles. [www.gov.uk/government/organisations/public-health-england](http://www.gov.uk/government/organisations/public-health-england) there is also a hard copy of this document for parents in the main entrance hall. Also our website has information regarding illness [www.horsmondenkindergarten.com](http://www.horsmondenkindergarten.com)

#### Reporting of ‘notifiable diseases’

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

#### *HIV/AIDS/Hepatitis procedure*

- HIV virus, like other viruses such as Hepatitis A, B and C are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.
- Single use vinyl gloves and aprons are worn when changing children’s nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.



- Protective rubber gloves are used for cleaning/sluing clothing after changing.
- Soiled clothing is rinsed and either bagged for parents to collect or laundered in the nursery.
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; cloths used are disposed of with the clinical waste.
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.
- Children do not share tooth brushes which are also soaked weekly in sterilising solution.

#### *Nits and head lice*

- Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.
- On identifying cases of head lice, all parents are informed and asked to treat their child and all the family if they are found to have head lice.

#### *Procedures for children with allergies*

- When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the registration form.
- If a child has an allergy, a Care Plan form and a risk assessment form is completed to detail the following:
  - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).
  - The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
  - What to do in case of allergic reactions, any medication used and how it is to be used (e.g. EpiPen).
  - Control measures – such as how the child can be prevented from contact with the allergen.
  - Review.
- This form is kept in the child's personal file and a copy is displayed where staff can see it.
- Parents train staff in how to administer special medication in the event of an allergic reaction.
- We aim to be a NUT FREE ZONE; no nuts or nut products are used within the setting.
- Parents are made aware that we aim to be a NUT FREE ZONE so that no nut or nut products are accidentally brought in, for example to a pack lunch box.

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

The insurance will automatically include children with any disability or allergy but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions, or requiring invasive treatments; written confirmation from your insurance provider must be obtained to extend the insurance

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

#### *Oral medication*

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

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

- The group must have the parent's or guardian's prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.

#### *Lifesaving medication & invasive treatments*

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

- The provider must have:
  - a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
  - written consent from the parent or guardian allowing staff to administer medication; and
  - proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.
- Copies of all three letters relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal. Confirmation will then be issued in writing confirming that the insurance has been extended.

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

- Prior written consent from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
- Key person to have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications. ☒ Copies of all letters relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal. Written confirmation that the insurance has been extended will be issued by return.

#### Further guidance

- Managing Medicines in Schools and Early Years Settings (DfES 2005)
- Public Health England [www.gov.uk/government/organisations/public-health-england](http://www.gov.uk/government/organisations/public-health-england)

#### PRIOR NOTICE

It is important to notify Kindergarten if your child is not attending his or her session on a given day for attendance purposes.

It is extremely important for Fire and Safety reasons that every child is accounted for at every moment of the day. The Kindergarten telephone number is 01892 724805.

Thank you for your co-operation and understanding.

**This policy was adapted at a meeting of Horsmonden Kindergarten held during November 2015  
This was reviewed in February 2024**

### **Bereavement and Loss Policy**

At Horsmonden Kindergarten we believe that bereavement and loss are an inevitable part of living and growing. We will, within the setting provide opportunities for our children to develop their own appropriate range of emotional, spiritual and intellectual responses to manage these experiences.

In the event of a death, Co Supervisor, Sarah Parsons will be aware of the needs of the children and will have collated resources in order to support them.

Sarah Parsons in partnership with practitioners will coordinate Kindergarten's response and be fundamental in liaising with the bereaved family.

All staff members will be informed together. All the parents will be informed in writing at the same time and as promptly as circumstances allow. Following this the children will be told at a time previously notified to the parents. Staff will be consistent in their use of terminology to ensure clear understanding of the concept of death. Absentees from pre-school will also need to be informed at the earliest opportunity. Attendance of the funeral will be agreed by staff. If the setting is to close, KCC will be informed due to funding regulations. The Kindergarten will provide ongoing support and will ensure that the anniversary of the death is remembered.

We will have in place a range of strategies that we will adopt in the days and weeks that follow. We will identify activities that will support the children to explore their feelings and memories. This will include the use of puppets, toys, and stories. We will express our feelings using a variety of resources.

In acknowledging the role of Kindergarten in supporting children, we will work alongside the parents/carers in this process. We will provide guidance to parents/carers on how they might support their child. We will share information with families about other sources of support. We will keep the parents/carers fully informed about the actions of the Kindergarten throughout the immediate period of grieving. Parents/carers will be invited to be involved in any Kindergarten response that occurs. This will take into account the beliefs and wishes of the family.

By adopting a planned and considered approach the Kindergarten can with some degree of confidence support the emotional well being of the child. Staff will have the opportunity to prepare themselves, be given time and space to work through their feelings and offered training to develop strategies to support them.

Children will be offered support by sensitive, trained staff working together. They will be given the opportunity to share their memories and feelings. We have clear expectations about the way that we will respond. We will provide a nurturing, safe and supportive environment where there are no expectations in their responses to the children's grief.

**This policy was adopted at a meeting of Horsmonden Kindergarten on May 2014  
This was reviewed in February 2024**

### **Non-collection of Children and Lost children policy**

If a child is not collected at the end of a session by an authorised adult, Horsmonden Kindergarten will ensure that the child is well looked after in order to cause as little distress as possible. Two members of staff will remain with the child at all times. Nobody other than an authorised adult will be able to leave the premises with a child.

Parent/s or carers of children starting Horsmonden Kindergarten are asked to provide information, which is then kept on file on the premises. This includes:

- Home address and telephone number, including mobiles.
- Place of work, work addresses and telephone numbers (if applicable)
- Names, addresses and numbers of adults authorised by the parent/s or carer to collect their child from the Kindergarten.

On occasion when parents or the persons normally authorised to collect the child are not able to collect the child, they record the name and telephone number of the person who will be collecting their child in our Collection Book, providing a password to a member of staff when needed.

If a parent or carer is going to be late collecting their child we ask that they telephone the Kindergarten staff **as soon as possible**.

If a child is not collected, a member of staff will try to contact a parent or carer. If this is unsuccessful one of the authorised adults will be contacted.

All reasonable attempts will be made to contact the parent/s or carer. The child will stay at the kindergarten with two members of staff.

In the event that no one collects the child and the staff can no longer care for the child, Horsmonden Kindergarten staff will contact the local authority social services department.

### **Lost Children**

Should a child become lost the following action should be taken:

- Alert the supervisor who will make enquires of relevant members of staff as to when the child was last seen and where.
- Remember the safety of the other children, with regard to supervision and security.
- Ensuring that the remaining children are sufficiently supervised and secure one or preferably two members of staff should search the building, garden and immediate vicinity.
- If the child cannot be found within five minutes then the police and parents must be informed.
- Continue to search, opening up the search area, and keeping in touch with mobile phone if available.

When the situation has been resolved members of staff should review the reasons for it happening and ensure measures are taken to ensure that it does not happen again.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012  
This was reviewed in February 2024**

### **Nappy Changing Policy**

- All children must be changed on the changing mat.
- For safeguarding reasons staff are to ensure the washroom doors are left open, no staff should be in the changing area alone while changing nappies.
- The changing mat should be cleaned and secure at all times, a member of staff changing the child should ensure that this is the case before placing the child on the mat.
- Staff should wear gloves at all times.
- Nappies, wipes and gloves should be placed in nappy bags provided.
- Staff should then clean the mat with antiseptic spray and paper towels. The paper towels should then be placed in the bag with the soiled nappy and any wipes used on the child.
- The bag should then be tied and placed in the nappy bin located next to the changing table.
- Staff should then wash their hands with antiseptic soap.
- Staff should ensure that the changing area is left clean and that there is adequate equipment for the next change.
- If further wipes or nappies are needed please inform the appropriate person.
- The child's keyperson informs the supervisor/deputy when they are changing a child's nappy.
- A daily record is kept of all nappy changes, recording; child's name, date, time, staff member.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012**

**This was reviewed in February 2024**

### **Safety Policy**

- All children are supervised by adults at all times and will always be within sight of an adult.
- Children will leave the group only with authorized adults.
- Whenever children are on the premises at least two adults are present.
- A book is available at each session for the reporting of any accident or incident. This is then signed by the parent/s or carer at the end of the session. All members of staff know how to use it.
- Regular safety monitoring will include checking of the accident and incident records.
- All adults are aware of the system(s) in operation for children's arrivals and departures and an adult will be at the door during these periods.
- After daily registration, the number of children and staff are recorded on the whiteboard in the entrance hall.
- A Visitors Record book is provided on arrival for all visitors to log in and out, proving details on nature of visit, time/date, and evidence of company. Staff do not give access into the building to unauthorised visitors of unfamiliar visitors.
- Safety checks on premises, both outdoors and indoors, are made using our daily risk assessment record file before every day/session.
- Food safety checks are carried out before and at the end of a session and recorded in the Better Food Safety file.
- Padlocks are used on the two playing field gates during working hours.
- If the main entrance has to be locked in an event of an emergency or 'entrance door system' failure the supervisors will hold onto the key and provide a walled hook for the key until an electrician arrives.
- Low level glass is toughened glass.
- Equipment is checked regularly and any dangerous items repaired/discarded.
- The layout and space ratios allow children and adults to move safely and freely between activities.
- Fire doors are never obstructed. Internal safety gates/barriers are used as necessary.
- Fires/heaters/electric points/wires and leads are adequately guarded.
- All dangerous materials, including medicines and cleaning materials, are stored out of reach of the children in locked cupboards located in the kitchen area.
- Children do not have unsupervised access to kitchens, cookers or any cupboards storing hazardous materials including matches.
- A register of both adults and children is completed as people arrive so that a complete record of all those present is available in any emergency.
- Fire drills are held termly.

- Smoke detectors are fitted in all rooms and checked every 6 months by Tunbridge Wells Fire Protection Service.
- Fire extinguishers are checked annually and staff have training awareness provided by TWFP.
- Activities such as cooking, woodwork and energetic play receive close and constant supervision providing the children with safe handling practice.
- If a small group goes out, there will be sufficient adults to maintain appropriate ratios for staff and children remaining on the premises. Ensuring a supervisor can be present on the outing and one remaining on the premises.
- A quiet area is available and sleep mats are provided for children who are tired. Children who are sleeping are checked regularly.
- Permission for application of sun cream to a child is obtained via our contract. Staff will regularly apply sun cream throughout the day. Parents are encouraged to provide sun hats for their child. In the event of no sun hat or sun cream being provided Horsmonden Kindergarten has spare sun hats and sun cream available.

**This policy was adopted at a meeting of Horsmonden Kindergarten held During October 2012**  
**This was reviewed in February 2024**

### **Drop off and collection Policy**

- Each age group, Caterpillars and Butterflies arrive at the main entrance into the building.
- A member of staff will be present at the door to welcome the children in.
- Once arriving in the building, the child will leave bags on their peg and hang coats in the classroom.
- We use a password system if the person is not known by the Kindergarten staff or if there is a safeguarding issue.
- For **'safety reasons'** and **'duty of care'** we strongly advise that people dropping off or collecting a child should be 16 years or over, unless the parent is younger than 16. If a Parent/Carer feels a slightly younger person is responsible enough to collect their child, written permission needs to be given in advance along with the Supervisor's agreement.
- The main doors will be shut and locked. The door will open once the green button is pressed. This ensures the door is locked, if this fails due to an electrical issue the door is physically locked with the key and the key is placed on a hook out of the children's reach at the main entrance.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012. This was reviewed in February 2024**



## Settling in Policy

### **Statement of intent**

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

### **Aim**

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

### **Methods**

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and individual meetings with parents.
- Before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others but that some children may take a little longer to settle. When this is the case we advise parents on an individual basis.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting we discuss and work with the child's parents to create their child's record of achievement (starting points) using their profile forms and their online Tapestry journal.

**This policy was adopted at a meeting of Horsmonden Kindergarten during: 18<sup>th</sup> February 2011**  
**This was reviewed in April 2025**

## **E-safety Policy**

In today's society, both children and adults interact with technologies such as mobile phones, games consoles and the Internet on a daily basis and experience a wide range of opportunities, attitudes and situations. The exchange of ideas, social interaction and learning opportunities involved are greatly beneficial to all, but can occasionally place children and adults in danger.

E-Safety covers issues relating to both children and adults and their safe use of the Internet, mobile phones and other electronic communication technologies, both in and out of school. It includes education for all members of the Pre-School community on risks and responsibilities, and is part of the 'duty of care' which applies to everyone working with children.

Horsmonden Kindergarten is aware that children and adults cannot be completely prevented from being exposed to risks both on and offline. Children should be empowered and educated so that they are equipped with the skills to make safe and responsible decisions as well as to feel able to report any concerns. All members of staff and volunteers need to be aware of the importance of good e-Safety practice both in and out of the Setting. Members of staff also need to be informed about how to manage their own professional reputation online, and to demonstrate appropriate online behaviour compatible with their role.

- The Kindergartens e-Safety Coordinator is the Supervisors. The Coordinator will take the lead on e-Safety and will provide staff and committee with information on e-Safety training and resources.
- The e-Safety Policy and its implementation will be reviewed annually.
- This policy will particularly be reviewed if Kindergarten decides to access the Internet on the premises.

### *Laptop and Kindle Fires*

- The Kindergartens Kindle fires will be connected to the internet during session hours in order to, for example upload observations of children including in the form of photographs and videos. Children will not have access to the Kindle Fires. Virus protection will be updated regularly. All data on the office computer is secured under a password, and any files stored on a memory stick are encrypted.

### *Tapestry*

- Horsmonden Kindergarten uses an online system called Tapestry in order to track and share a child's progress with their parents. Staff only track children on Tapestry once parental permission has been obtained and a Tapestry Agreement signed.
- Tapestry's information is kept on secure dedicated servers based in the UK. Access to this information is via a unique user ID and password. Parents can only see their child's information and have NO access to other children's.
- Please read this policy in conjunction with Horsmonden Kindergarten Tapestry Policy.

### *Email*

- Email is an essential means of communication but must not be considered private. A work provided email account ([info@horsmondenkindergarten.co.uk](mailto:info@horsmondenkindergarten.co.uk)) should be used to communicate with parents/carers and other professionals for any official Kindergarten business, and such emails may be monitored.
- Staff and volunteers should not use personal email accounts during school hours, or for professional purposes if they have been given an official Horsmonden Kindergarten email address.

### *Managing on-line content*

- The Supervisor will take overall editorial responsibility for online content published by Horsmonden Kindergarten and will ensure that content published is accurate and appropriate.
- Publication of any information online should always be considered from a personal and school security viewpoint.
- The Horsmonden Kindergarten website will comply with Horsmonden Kindergartens guidelines for publications including respect for intellectual property rights, privacy policies and copyright.

### *Publication of pupils' images or work*

- Pupils' images or work can only be published when the parent/carer has given their permission by signing the appropriate Forms ie; Tapestry Online Learning Journeys form and contract consent sheet.
- Pupils' full names will not be used anywhere on the website, particularly in association with photographs.
- Images that include pupils will be selected carefully and will not provide material that could be reused.

### *Social networking, social media and personal publishing*

All members of the Setting community should be aware of the potential risks of using social networking sites or personal publishing. They should in particular:

- consider the material they post and ensure that profiles are secured;
- protect the confidentiality, and the reputation of the setting, its pupils and its staff;
- remember that publishing unsuitable material may affect their professional status.

Personal use of social networking, social media and personal publishing sites will be discussed as part of staff induction and, if staff or volunteers use such sites, they must:

- **not** identify themselves as working at this Setting;
- not conduct themselves in a way that is detrimental to the Setting; and
- not allow their interaction on these websites to damage working relationships between members of Staff and others using the Setting.

### *Protection of personal data*

The quantity and variety of data held on pupils, families and on staff is expanding quickly. While this data can be very useful in improving services, data could be mishandled, stolen or misused.

- Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998, and in accordance with the Horsmonden Kindergarten Data Protection policy.

### *Response to any incidence of concern*

- The e-Safety coordinator will record all reported incidents, and actions taken, in the e-Safety incident log and in any other relevant areas e.g. Bullying or Child protection log.
- The Designated Child Protection coordinator will be informed of any e-Safety incidents involving Child protection concerns, which will then be escalated appropriately.
- e-Safety incidents will be managed in accordance with the Disciplinary and Grievance policy where appropriate.
- Parents/carers will be informed of any incidents of concerns as and when required.
- After any investigations are completed, Horsmonden Kindergarten will debrief, identify lessons learnt and implement any changes required.
- Where the Horsmonden Kindergarten is unsure of how to proceed, or there is cause for concern or fear that illegal activity has taken place or is taking place, the Supervisors will contact the Children's Safeguard Team or e-Safety officer and if appropriate report the matter to the Police.

### *Handling e-Safety complaints*

Horsmonden Kindergarten is committed to ensuring that all Staff and volunteers are treated with dignity and respect, and bullying and harassment of any kind will not be tolerated. **Cyber-bullying methods include** using text messages, mobile phone calls and instant messenger services, circulating photos or video clips, or posting comments on web sites, blogs or chat rooms. Personal blogs that refer to colleagues without their consent are unacceptable. Staff or volunteers who cyber-bully a colleague could also face criminal prosecution under various laws, including the Malicious Communications Act 1988.

- All e-Safety complaints and incidents will be recorded by Horsmonden Kindergarten, including any actions taken
- Staff and parents/carers will be advised to keep a record of the bullying as evidence.
- Horsmonden Kindergarten will take steps to identify the bully, where possible and appropriate. This may include examining school system logs, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary;
- Staff and parents/carers will be required to work with to support the approach to cyberbullying and Horsmonden Kindertartens e-Safety ethos.

### *Managing mobile phones and personal devices*

Mobile phones, and other personal devices such as Games Consoles, Tablets, PDAs and MP3 Players etc., are considered to be an everyday item in today's society and even very young children may own and use personal devices to get online regularly. Mobile phones and other internet enabled personal devices can be used to communicate in a variety of ways, including texting, camera phones and internet access.

- Staff, volunteers and children are not permitted to carry mobile phones or similar devices in the classrooms. We accept that staff and volunteers may bring in a mobile phone, but it must be turned off or switched to 'silent' mode, Bluetooth communication should be "hidden" or switched off, and the device kept in the locked staff cupboard in the office. Calls or texts may not be made or received during session times.
- The sending of abusive or inappropriate messages or content via mobile phones or personal devices is forbidden by any member of the Horsmonden Kindergarten community and any breaches will be dealt with as part of the Horsmonden Kindergarten discipline/behaviour policy.
- If a member of Staff or volunteer needs to be contacted urgently during session times, they should give the Kindergarten landline number to any relevant people, ensuring that calls are only received when absolutely necessary.
- Only designated mobile phones and mobile phone recording equipment may be used at Kindergarten for taking photographs or videos of children. Currently this includes the Committee Events and Funding Co-ordinator phone only. Anyone found to be storing pictures on their mobile phone or other device, or found to be using their mobile phone whilst not on a designated break, could be liable to disciplinary action.
- The Supervisor will inform the committee as to which children's image cannot appear outside the Kindergarten and/or on the internet.

#### *Cameras and Videos*

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

#### *Communication of the e-Safety Policy*

- The e-Safety Policy will be formally provided to and discussed with the Horsmonden Kindergarten Committee and all members of Staff.
- The attention of parents/carers will be drawn to the e-Safety Policy in newsletters, the Policy Booklet and on our Website.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2017  
This was reviewed in March 2024**

## **Potty Training Policy**

### **Potty Training:**

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

No child will be potty trained until fully settled and secure within the nursery environment.

Children will be encouraged not forced.

Each child will be individually monitored and parents will be informed of the child's progress.

Initially your child will slowly be encouraged to use the toilet/potty at home. If your child successfully uses the toilet on a regular basis and is beginning to understand when they feel they need to go, only then will parents request potty training to begin at nursery.

- During the transitional period, it is paramount that each child's self - esteem and confidence remains high.
- A record of each nappy change will continue to be logged on the nappy changing sheet.
- Children training will be gently encouraged to sit on the toilet/potty every time they are changed.
- Once they are ready, children will transfer from nappies to underwear (or pull-ups if necessary) and will be taken to the toilet regularly.
- We will ask you to ensure there is always 3 full sets of spare, labelled clothes in your child's bag in case your child needs to be changed on more than one occasion. (The nursery will not accept responsibility for unlabelled lost items).
- Parents will be asked to dress their children in sensible clothing, easy to take on and off independently, no dungarees, belts or tricky buttons.
- In the early days of potty training children will be reminded to go to the toilet every 30-40 minutes by their keyperson and a record will be kept on their toileting throughout the day.
- Accidents will be dealt with sensitively, although children will be encouraged to undress and redress themselves, staff will be there to offer support and offer reassurance.
- If persistent accidents continue, we will advise that you may need to delay potty training for a short while and resume at a later date.
- Staff will always give positive praise and encouragement after each visit to the toilet, stickers may be given as a reward.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during November 2019  
This was reviewed in March 2024**

### **Whistleblowing Procedure**

Whistleblowing is not intended to be used where other more appropriate procedures are available, for example the Grievance Procedure, where an individual is aggrieved about their personal position. The Whistleblowing Policy is primarily for significant concerns where the interests of others or the organisation is at risk.

Examples of issues that should be raised by employees under the Whistleblowing policy are:

- If the Health and Safety of any staff, children or parents has or is likely to be endangered.
- If a criminal offence has been or is likely to be committed.
- If the Kindergarten environment or equipment has or is likely to be damaged.
- If an individual has or is likely to fail to comply with any statutory safeguarding obligations that Horsmonden Kindergarten and their employees are subject to.
- If any information likely to reveal any of the above issues has been deliberately concealed.

As soon as an employee becomes reasonably concerned, they should first raise it with a Supervisor in confidence.

If the issue involves a Supervisor then the employee should speak to the Chairperson. If serious concerns have not been dealt with by Horsmonden Kindergarten effectively then staff may choose to contact Ofsted to report their concerns, although this should be a last resort and actions proportionate to concerns raised.

Any issue raised will be dealt with swiftly, seriously and confidentially. Any member of the leadership team that is found not to have dealt appropriately with a Whistleblowing issue will be subject to disciplinary procedures or could be dismissed for gross misconduct.

Any employee raising any concerns will suffer no detriment. However any employee found to have made malicious allegations may be subject to the disciplinary procedures.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during January 2020**

**This was reviewed in April 2024**

### **What happens if an allegation of abuse is made against a member of staff at Horsmonden Kindergarten.**

Unfortunately, child abuse does occasionally take place in day care settings, so we have introduced this separate policy to remind staff of the measures that can be taken to reduce the risk of any allegations being made against them or another member of staff. It also contains the procedure, which will be undertaken if an allegation is made against a member of staff. This complies with both the Early Years Foundation Stage (2012) and Kent Safeguarding Children Board Procedures.

#### **How we can protect ourselves?**

- If a child sustains an injury whilst in our care, we will record it in the accident book as soon as possible. When the child is collected, we will inform whoever picks the child up about the injury and ensure that they also sign the accident book.
- If a child arrives with an injury sustained elsewhere we will ask for an explanation and again record this on a body map and ask whoever has brought in the child to sign the record.
- We will ensure that all staff undertake regular child protection training.
- A Safeguarding Policy is available to read by parents in the foyer or a request for a copy can be given. Staff sign to say they have read the most updated safeguarding policy.
- Our behavioural management policy states that no physical sanctions will be used and we will ensure that everyone complies with it in all rooms within the setting.
- We will try to avoid situations where an adult is left alone in a room with a child. If this does occur, we will make sure that the door is left open and there are other people around.
- We will avoid engaging in rough physical play with children- as this may be misconstrued and could cause accidental injury to a child.
- We will avoid doing things of a personal nature for children that they can do for themselves.
- We will take up references, including one from the candidate's last employer, and will always question any gaps in employment history.
- We will encourage an open door ethos, to enable staff to talk to Co-Supervisors if they have concerns about the conduct of any of their colleagues.

### **What happens if an allegation of abuse is made against a member of staff in the Setting?**

- If anyone makes an allegation of abuse against a member of our staff, **Tina Walker or Sarah Parsons** will be informed immediately and will contact: **Local Authority Designated Officer (LADO) on 03000410888. In Tina or Sarah's absence please contact the LADO direct.**
- They will assess whether the allegation reaches the threshold for referral to Police/Children's Social Services and advise accordingly regarding further action to be taken in respect of the child and the member of staff.

- **Tina Walker or Sarah Parsons** will complete the attached form for recording allegations or complaints made against staff.
- **Tina Walker or Sarah Parsons** will not discuss the allegation with the member of staff concerned, unless advised to do so by Children's Social Services.
- **All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.**
- If Children's Social Services and/or the police decide to carry out an investigation, **it may be possible that we will be advised to suspend the member of staff, whilst enquiries are carried out.** Horsmonden Kindergarten could also invoke their disciplinary procedure.
- We will not carry out an investigation ourselves **unless** Children's Social Services and the Police decide it is not necessary for them to do so. We understand that Ofsted may wish to undertake further investigations in some circumstances.

**Always remember;**

**The welfare of the child is Paramount**

**Guidance for managers completing Checklist for handling and recording allegations or complaints of abuse made against a member of staff regarding a child/children in their care.**

1. Record the name and position of member of staff against whom the allegation or complaint has been made.
2. Verbal complaints should be backed up in writing by the complainant if appropriate; some may require immediate action that does not allow time for this to happen.
3. It is important to identify who made the complaint and whether it was received first hand or is a concern that is passed on from somebody else. If this is the case it is better that you receive the information first hand. If a parent, carer or a member of staff at Horsmonden Kindergarten makes a complaint against you it must be passed immediately to your Supervisor.
4. Record the full name, age and date of birth of the child.
5. The address recorded should be the address at which the child lives with the main carer.
6. If there are one or more alleged incidents, be specific as possible about dates that they are alleged to have happened.
7. Check the attendance register/ diary of work to see if the child was present/seen on that day and the shift patterns of the staff member involved to see if they were working at that time. This will confirm the likelihood of the incident having taken place.
8. If you have received the complaint in writing attach it to the checklist. You can then summarise it on the form.
9. Any other information should be factual. It will be helpful if you can confirm things such as the level of contact that the staff member has with the child and any other minor concerns that may have been raised previously.  
**Do not attempt to investigate the complaint yourself unless the LADO has handed back this responsibility to the employer.**
10. Remember that if an allegation of abuse is made against a member of our staff you must inform **Tina Walker or Sarah Parsons** who will contact the **LADO** for further advice.



11. **Ofsted must be informed** if an allegation is made against a member of our staff, even if the **LADO** decides no further action is required. Ofsted may do their own investigation to ensure that registration requirements are being met.
12. Make a note of any actions the **LADO** or Ofsted advise you to take and the date or times at which you implemented them.
13. **If the allegation is against Tina Walker or Sarah Parsons then you should speak to Helene Murphy who will follow the procedures above.**

**This policy was reviewed in February 2021**  
**Signed on behalf of Horsmonden Kindergarten**

### **Staffing and employment policy**

- We comply with the Ofsted recommended staff to pupil ratios which are:

Children aged 2 years old: 1 adult: 4 children

Children over 3 years old: 1 adult: 8 children

- There is always a minimum of two staff/adults on duty in a room at any time. Where possible all staff holds a full and relevant level 3 qualification in each room.
- Our key person system ensures each child and family has one particular member of staff for discussion and consultation. There is also a Buddy system in place if the key person is not available due to illness or training.
- Regular staff meetings provide opportunities for staff to undertake curriculum planning and to discuss the children's progress and difficulties, there are also one to one meetings every six weeks to review key children.
- We work towards an equal opportunities employment policy. We seek to offer job opportunities equally to both women and men, with or without disabilities, from all religious, social, ethnic and cultural groups.
- We support our staff in improving their qualification levels. In obtaining at a minimum of a full and relevant level 2 qualification and following on to a level 3 if possible.
- All staff and committee members are checked for criminal records through the Disclosure and Barring Service (DBS)
- Regular training is available to all staff through our training collaboration and Kent CPD. Staff complete training questionnaires, this determines specific training they would like to attend to enhance their knowledge and skills. Training requirements are also discussed in 6 weekly one to one meetings.
- Induction training is provided for new staff to gain an understanding of how our provision operates and their role within it. This includes evacuation procedures, Health and safety issues, Safeguarding and Child protection.
- All staff have a clear understanding of their roles and responsibilities and work as part of a team.
- We support the work of our staff by means of regular monitoring, six weekly one to one meetings and annual appraisals.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012**

**This was reviewed in April 2024**

## **Recruitment Policy**

Horsmonden Kindergarten will take all reasonable steps to ensure unsuitable people are prevented from working, or volunteering, with children. Further, we have a legal duty to ensure that individuals have an enhanced DBS check.

This recruitment and selection procedure has two functions. It:

1. Provides the Kindergarten with an opportunity to assess the suitability of the individual to work/volunteer with children.
2. Provides the prospective employee or volunteer with an opportunity to assess the organisation and the opportunities available.

### **The Position**

It is the Kindergarten's policy that the Supervisors/Business manager and a nominated member of the management committee are jointly responsible for recruitment. The Business manager must first obtain approval from the Chairperson. Where recruitment is planned to fill a vacancy created by a leaver, consideration should firstly be given to the projected number of children in following terms attending Kindergarten and whether an existing member of staff wishes to increase the number of hours they work. If the Business manager/Supervisor wishes to upgrade a post, or create a new post, justification for this must be presented.

The Kindergarten aims at all times to recruit the person who is most suited to the particular job. Recruitment will be solely on the basis of the applicant's abilities and individual merit as measured against the criteria for the job. Qualifications, experience and skills will be assessed at the level that is relevant to the job.

Before embarking on the process of recruitment, the Supervisors/Business manager must ensure that there is an up-to-date job description for the post and a clearly drafted employee specification. The job description will describe the duties, responsibilities and level of seniority associated with the post, whilst the employee specification will describe the type of qualification(s), training, knowledge, experience, skills, aptitudes and competencies required for effective performance of the job.

### **Advertising**

It is the Kindergarten's policy that all vacancies will be posted on the staff notice-board at the Kindergarten. Existing employees are to be encouraged to apply for vacant posts if they have the appropriate qualifications, experience and skills.

Where the job is to be advertised externally, the proposed advertisement must be submitted to the Chairperson for approval. The job will then be advertised through appropriate recruitment channels such as local paper and job sites.

### **Diversity**

The Kindergarten is committed to applying its equal opportunities policy at all stages of recruitment and selection. Short-listing, interviewing and selection will always be carried out without regard to gender, sexual orientation, marital status, colour, race, nationality, ethnic or national origins, religion or belief, age or trade union membership.

Furthermore, any candidate with a disability will not be excluded unless it is clear that the candidate does not meet the minimum criteria outlined in the employee specification. Reasonable adjustments to the recruitment process will be made to ensure that no applicant is disadvantaged because of his/her disability.

## **Interviews**

Supervisors and a nominated committee member (if able to attend) will usually jointly conduct the interviews. The interview panel should ensure that all questions they ask job applicants are not in any way discriminatory or unnecessarily intrusive. The interview will focus on the needs of the job and skills needed to perform it effectively. A record of every recruitment interview must be made and passed to the Chairperson where it will be retained for a suitable period of time. On no account should any job offer be made during or at the end of an interview.

## **DBS check**

We use Ofsted guidance on obtaining references and DBS checks through the Criminal Records Bureau for staff who have unsupervised access to children. This is in accordance under the Safeguarding Vulnerable Acts Group Act 2006 for the vetting and barring scheme. Any offer of employment will be conditional on these being satisfactory to the Kindergarten.

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012

This was reviewed in February 2024

### **Alcohol, Drugs and medication policy**

It is paramount that Horsmonden Kindergarten is a safe and secure place for all staff, children and their families.

- It is strictly forbidden for any employee to attend work under the influence of alcohol, drugs (including cannabis) or any other substance which may affect their ability to care for children.
- It is strictly forbidden for any employee to consume alcohol, drugs (including cannabis) or any other substance on Kindergarten premises during working hours.
- Any staff members taking medication which they believe may affect their ability to care for children should seek medical advice and only work directly with children if that advice is that the medication is unlikely to impair their ability to look after children.

Any breach of the above rules will render the employee liable to disciplinary action under the Kindergarten's disciplinary procedure, up to and including summary dismissal.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012**

**This was reviewed in March 2024**

### **Student Placement Policy**

We recognise that the quality and variety of work which occurs in Horsmonden Kindergarten makes it an ideal place for students on work placement from school or college childcare courses.

Students are welcomed into Horsmonden Kindergarten on the following conditions:

- The needs of the children are paramount. Students will not be included in staff ratios unless they are on a long-term placement, over 17 years of age and show a high level of competency and responsibility to work with children. Otherwise students under 17 years of age will be supervised at all times.
- Students must be confirmed by their tutor as being engaged in a childcare course or relevant work experience, which provides necessary background understanding of children's development and activities.
- Students to complete a Work Placement Agreement form and Health Care form where needed and to adhere to Horsmonden Kindergartens induction process on Health and Safety, Evacuation procedures and Safeguarding and Child protection.
- Supervisors when required by college or school to complete a Risk Assessment for the student to attend our setting.
- Students required to observe children will obtain written permission from the parents/carers of the child to be studied.
- Any information gained by the students about the children, families or other adults in Horsmonden Kindergarten must remain confidential. A confidentiality form will be signed by students when necessary.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012**

**This was reviewed in March 2024**

## **Parental Involvement Policy**

Parents/Carers are the first educators of their young children. The aim of Horsmonden Kindergarten is to support their essential work and expand and develop on this. We will:

- Make all new parents/carers aware of Horsmonden Kindergarten's systems, policies and procedures.
- Encourage parents/carers, on an individual basis, to play an active part in the management, fundraising and every day activities of Horsmonden Kindergarten.
- Encourage involvement of parents/carers to help
- Ensure that parents/carers are informed on a regular basis about their child's progress.
- Ensure that all parents/carers have opportunities to contribute from their own skills, knowledge and interests to the activities of Horsmonden Kindergarten.
- Involve parents/carers in shared record keeping about their own child, either formally or informally.
- Ensure that all parents/carers are fully informed about meetings, conferences, workshops and training.
- Consult with families about the times of meetings to avoid excluding anyone.
- Hold meetings in venues, which are accessible and appropriate for all.
- Welcome the contributions of parents/carers, whatever form these may take.
- Make known to all parents the systems for registering queries, complaints or suggestions.
- Provide opportunities for parents/carers to learn about the Early Years Foundation Stage curriculum and about young children's learning, in Horsmonden Kindergarten and at home.
- To sign up and use our online observation system Tapestry to form a two way process for communication, progress, next steps and home learning with their child's keyperson.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012**

**This was reviewed in March 2024**

### **Training and qualification policy**

- We support our staff in improving their qualification levels. In obtaining at a minimum of a full and relevant level 2 qualification and following on to a level 3 if possible.
- We offer an ongoing programme of training through our collaborative partnership with Connex and CPD. KSCMP is used for safeguarding training. This enables staff to improve their skills and abilities and to keep up to date with current initiatives. Evidence of additional training and qualifications are held in the training folder.
- We use an annual staff appraisal system and one to one meetings every six weeks so that staff have regular opportunities to discuss their training needs with the supervisor.
- We offer a period of induction to all new staff, students and volunteers.
- A supervisor will mentor to all students and volunteers.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012**  
**This was reviewed in April 2025**



### **Staff Rota**

The staff rota will be distributed to staff four weeks before the beginning of each term. The rota is determined by the number of children in on each session linked with the recommended ratio by Ofsted.

The Autumn term determines the basis of each member of staff's hours. If the number of children is low then hours will be reduced fairly.

The Spring and Summer term have an increased intake of children. When the number of children rise then extra hours will be shared out to staff fairly. This will take into account which hours staff can or cannot work due to other commitments.

Staff are given the option of one day off through the week when possible.

The staff rota will show supernumerary time for supervisors, staff members allocated in each classroom, staff members working 1:1, additional sessions highlighted when hours rise, administrator's time in the office.

When possible, staff's paperwork time will be incorporated into their working day.

When possible, Supervisors will have a maximum of 4 hours paperwork time per week.

Staffing requirements are as follows:

- A Supervisor/Business manager must be present on the premises at all times. If on any occasion this is not possible a supervisor will appoint a deputy.
- A room leader is present in each room at all times and half of the existing staff must be qualified on each session.
- Newly unqualified staff will work alongside a qualified member of staff.
- A qualified first aider must be on the premises at all times.

Any queries regarding the staff rota will be addressed by Becky Painter.

**This policy was adopted at a meeting of Horsmonden Kindergarten held on: 17<sup>th</sup> April 2013**

**This was reviewed in March 2024**

## **Staff Sickness and absence policy**

This policy is designed to assist Horsmonden Kindergarten in effectively managing sickness and related other staff absence. Horsmonden Kindergarten recognises the importance of ensuring that employees are supported through any periods of absence and their subsequent return to work. The Kindergarten recognises that everybody is sick or subject to emergencies from time to time, however regular attendance at work is a contractual requirement.

Through an effective Sickness and Absence Policy the Kindergarten will be better positioned to identify any potentially unsafe work practices, any issues affecting employee morale and any other underlying problems employees may be facing.

### **Employee Responsibilities**

- If you are unable to come to work for any reason you must personally inform one of the Supervisors/Business manager by telephone or text at least two hours before the time you would normally be due to start work on the first day of absence.
- When reporting absence, you should indicate the reason for your absence and its likely duration.
- In the event that your absence continues for a number of days or weeks you must maintain regular contact with Kindergarten to keep us informed of the reasons for your ongoing absence and the date when you expect to be able to return to work.
- As soon as you make the decision that you are unable to turn up to work you must attempt to find cover for yourself from the list of other staff members. The staff member that is contacted must be of suitable qualification to ensure that the Kindergarten staff to pupil ratios can be met for the period of absence.

### **Sickness Certification**

- For sickness absence of up to seven calendar days, on the first day back at work employees will be required to complete a Sickness Self-Certificate giving the reasons for absence. This Certificate is to be handed to the employee's supervisor for counter signature and subsequently kept in the individual's personnel file.
- If an absence exceeds seven calendar days a doctor's medical certificate must be provided. Subsequent medical certificates must be produced as necessary to cover the total duration of the period of absence.

### **Return to Work Interview**

- On returning to work, employees will be required to attend a return to work interview with their Supervisor to discuss their absence.
- The discussion should allow for an exchange of information and be as frank and as open as possible as this will prevent any misunderstanding concerning the nature of the absence
- The interview will enable the Supervisor to discuss any assistance that may be given to enable an employee to return to work or prevent further absence occurring
- A record of the interview should be kept in the individual's personnel file.

### **Long-Term and Persistent Absence**

- The Kindergarten will treat as long-term absence any period of extensive absence due to serious or significant illness over a prolonged period.

- Alternatively, long-term absence may consist of a series of unconnected short-term illnesses.
- In cases of long term or persistent absence Supervisors will conduct regular 'Care and Concern' interviews to discuss possible courses of action to be taken.

#### **Monitoring**

- The Kindergarten will monitor and record levels of absence and reasons for absence in order to help identify abuse of this policy, which places additional stress on colleagues.
- All information gathered through absence monitoring under this policy will be held and treated in confidence.

**This policy was adopted at a meeting of Horsmonden Kindergarten held during March 2015**  
**This was reviewed in April 2024**

## Sun Protection Policy

Too much exposure to ultraviolet (UV) radiation from the sun causes sunburn, skin damage and increases the risk of skin cancer.

At Horsmonden Kindergarten we want all staff and children to enjoy the sun safely. We will work with staff, parents and carers to achieve this through:

### Education

All children will be involved in a discussion, appropriate for their age and understanding, at the start of summer about sun protection and the risks

All staff will be educated in the importance of sun protection and the risks involved in not protecting both themselves and others

Parents and carers will be informed about our policy

Sun safety will be promoted through working with parents, staff, and the wider community to improve our understanding and provision to avoid the harmful effects of too much exposure to UV. Staff should always act as a positive role model and set a good example by seeking shade whenever possible, wearing appropriate clothing, and applying sunscreen.

### Protection

Horsmonden Kindergarten's outdoor area has a UV protected canopy. Children will be encouraged to use this and shaded areas during playtimes when appropriate

### Clothing

The children will be encouraged to wear clothes that provide good sun protection (sun hats and loose clothing)

Parents/carers will be duly informed of the importance to provide Horsmonden Kindergarten with the appropriate clothing/headwear

Staff should act as a good role model with wearing appropriate clothing and to also demonstrate drinking plenty of water

Children are encouraged to increase their water intake in hot weather and are encouraged to do so in outdoor areas also.

Water will always be available to children throughout the day from water dispensers or jugs which children will be able to access independently.

### Sunscreen

Parents of children that attend for a half day should apply sun cream to their child at home. For those children that attend for a full day, parents should apply sunscreen to their children before they come to Horsmonden Kindergarten and staff will assist the child in re-applying it during the day when necessary

Parents are asked to give written permission for sun cream to be applied to their children.

Parents are required to provide the nursery appropriate sun cream for their children

The sun cream must be in date, and be a minimum factor 30

**This policy was adopted at a meeting of Horsmonden Kindergarten held during July 2022  
This was reviewed March 2024**

