

Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment

Providers must take reasonable steps to ensure the safety of children, staff and others on the premises.

Health

The provider must promote the good health of children attending the setting.

8.1 Health and safety general standards

Policy statement

We believe 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, staff and volunteers 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.
- Our member of staff responsible for health and safety is

Debbie Markwick (team leader)

- She is competent to carry out these responsibilities
- She has undertaken health and safety training and regularly updates her knowledge and understanding.
- We display the necessary health and safety policy in

The kitchen

Insurance cover

We have public liability insurance and employers liability insurance. The certificate for public liability insurance is in

The policy folder

Procedures

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues, so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee wellbeing, including safe lifting and the storage of potentially dangerous substances.
- We keep records of these induction training sessions and new staff and volunteers are asked to sign the records to confirm they have taken part.
- We explain health and safety issues to the parents of new children, so that they understand the part played by these issues in the daily life of the setting.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at our staff meetings.
- We operate a no smoking policy

- We make children aware of health and safety issues through discussions, planned activities and routines

Windows

- Low level windows are made from materials that prevent accidental breakage or we ensure they are made safe
- We ensure that windows are protected from accidental breakage or vandalism from people outside the building
- We ensure that any blind cords are secured safely and do not pose a strangulation risk for young children.

Doors

- We take precaution to prevent childrens fingers from being trapped in doors

Floors and walkways

- All our floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged. Any wet spills are mopped up immediately.
- Walkways are left clear and uncluttered.

Electrical equipment

- We ensure that all electrical equipment conforms to all safety requirements and is checked regularly.
- Our electrical cupboard is not accessible to the children
- Fires, heaters, electric sockets, wires and leads are properly guarded and we teach the children not to touch them.
- There are sufficient sockets in our setting to prevent overloading
- We switch electrical devices off from the plug after use
- We ensure the children understand the rules when using hot water.
- Lighting and ventilation is adequate in all areas of our setting, including storage areas

Storage

- All our resources and materials, which are used by the children, are stored safely
- All our equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing

Outdoor area

- Our outdoor area is securely fenced. All gates and fences are child proof and safe.
- Our outdoor area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Our water areas are supervised at all times.
- Our outdoor sandpit is covered when not in use and is cleaned regularly
- We check that children are suitably attired for the weather conditions and type of outdoor activities; ensuring that sun cream is applied and hats are worn during the summer months.
- We supervise outdoor activities at all times; and particularly children on climbing equipment.

Hygiene

- We seek information from the Public Health England to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene
- We have a daily cleaning routine for the setting which includes the kitchen, toilets, main hall and nappy changing areas. Children do not have unsupervised access to the kitchen.
- 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.
- We implement good hygiene practices by:
 - Cleaning tables between activities;
 - Cleaning and checking toilets regularly;
 - Wearing protective clothing such as disposable gloves where appropriate;
 - Providing sets of clean clothes;
 - Providing tissues and wipes.

Activities, resources and repairs

- Before purchase or loan, we check equipment and resources to ensure they are safe for the ages and stages of the children currently attending the setting
- We keep a full inventory of all items in the setting for audit and insurance purposes
- The layout of our play equipment allows adults and children to move safely and freely between activities.
- All our equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded
- All our materials, including paints and glue, are non toxic
- We ensure that sand is clean and suitable for childrens play
- Physical play is constantly supervised.
- We teach children to handle and store tools safely
- We check children who are sleeping regularly
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

Jewellery and accessories

- Our staff do not wear jewellery or fashion accessories such as high heels that may pose a danger to themselves or children
- Parents must ensure that any jewellery worn by children poses no danger particularly earrings which may get pulled, bracelets which can get caught when climbing or necklaces that may pose a risk of strangulation

Safety of adults

- We ensure that adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment
- We provide safe equipment for adults to use when they need to reach up to store equipment.
- We ensure that all warning signs are clear and in appropriate languages

- We ensure that adults do not remain in the building on their own
- We record the sickness of staff and their involvement in accidents. The records are reviewed termly to identify any issues that need to be addressed.

Control of substances hazardous to health

- Our staff implement the current guidelines of the Control of Substances Hazardous to Health Regulations (COSHH)
- We keep a record of all substances that may be hazardous to health such as cleaning chemicals, or gardening chemicals, if used, and where they are stored.
- Hazardous substances are stored safely away from the children
- We carry out a risk assessment for all chemicals used in the setting. This states what the risks are and what to do if they have contact with eyes or skin or are ingested.
- We keep all cleaning chemicals in their original containers
- We keep the chemicals used in the setting to the minimum in order to ensure health and hygiene is maintained. We do not use:
 - Bleach
 - Antibacterial soap/hand wash, unless specifically advised during an infection outbreak such as Pandemic flu; or
 - Antibacterial cleaning agents, except in the toilets, nappy changing area and food preparation areas.
 - Antibacterial sprays are not used when children are near by
- Environmental factors are taken into account when purchasing, using and disposing of chemicals
- All members of staff are vigilant and use chemicals safely
- Members of staff use protective gloves when using cleaning chemicals

Legal framework

- Health and Safety at Work Act (1974)
- Management of Health and Safety at Work Regulations (1999)
- Electricity at Work Regulations (1989)
- Control of Substances Hazardous to Health Regulations (COSHH) (2002)
- Manual Handling Operations Regulations (1992 (As amended 2004))
- Health and Safety (Display Screen Equipment) Regulations (1992)

Further Guidance

- Health and Safety Law: What you Need To Know (HSE Revised 2009)
- Health and Safety Regulation: A Short Guide (HSE 2003)
- Electrical Safety and You: A Brief Guide (HSE 2012)
- Working with Substances Hazardous to Health: What you Need to Know About COSHH (HSE Revised 2009)
- Getting to Grips With Manual Handling: Frequently Asked Questions: A Short Guide (HSE 2011)

This policy was adopted at a meeting of

(name of provider)

Held on

(date)

Date to be reviewed	<div></div> <div>(date)</div>
Signed on behalf of the provider	<div></div>
Name of signatory	<div></div>
Role of signatory (e.g. chair, director or owner)	<div></div> <div></div>

Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment.

Providers must take reasonable steps to ensure the safety of children, staff and others on the premises.

8.2 Maintaining children's safety and security on premises

Policy statement

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

Procedures

Children's personal safety

- We ensure all employed staff have been checked for criminal records via an enhanced disclosure through the Disclosure and Barring Service.
- 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.
- We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

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

Other useful Early Years Alliance publications

- Managing Risk (2009)

This policy was adopted at a meeting of _____ (name of provider)

Held on _____ (date)

Date to be reviewed _____ (date)

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment

Children must be kept safe while on outings.

8.3 Supervision of children on outings and visits

Policy statement

Children benefit from being taken out of the setting to go on visits or trips to local parks, or other suitable venues, for activities which enhance their learning experiences. Some settings do not have direct access to outdoor provision on their premises and will need to take children out daily. Staff in our setting ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures as laid out below.

Procedures

- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.
- This general consent details the venues used for daily activities.
- There is a risk assessment for each venue carried out, which is reviewed regularly.
- Parents are always asked to sign specific consent forms before major outings.
- A risk assessment is carried out before an outing takes place.
- All venue risk assessments are made available for parents to see.
- Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility and the type of venue, as well as how it is to be reached.
- Named children are assigned to individual staff to ensure that each child is well supervised, that no child goes astray and that there is no unauthorised access to children.
- Outings are recorded in an outings record book kept in the setting, stating:
 - The date and time of the outing.
 - The venue and mode of transport used.
 - The names of the staff members assigned to each of the children.
 - The time of return.
- Staff take a mobile phone on outings, as well as supplies of tissues, wipes, spare clothing and nappies, medicines required for individual children, a mini first aid kit, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children, as well as how long they will be out for.
- Staff take a list of children with them with contact numbers of parents/carers, as well as an accident book and a copy of our Missing Child Policy.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.

- An appropriate number of adults including staff accompany children on outings and remain behind with the rest of the children.

Other useful Early Years Alliance publications

- Daily Register and Outings Record (2012)
- Managing Risk (2009)

This policy was adopted at a meeting of _____ *(name of provider)*

Held on _____ *(date)*

Date to be reviewed _____ *(date)*

Signed on behalf of the provider _____

Name of signatory _____

Role of signatory (e.g. chair, director or owner) _____

Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment

Providers must have a clear and well-understood policy, and procedures for assessing any risks to children's safety, and review risk assessments regularly.

8.4 Risk assessment

Policy statement

Our setting 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 by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

This policy is based on the Pre-school Learning Alliance risk assessment processes, which follow five steps as follows:

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

Procedures

- Our risk assessment process covers adults and children and includes:
 - determining where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents and/or carers and inspectors;
 - checking for and noting hazards and risks indoors and outside, in relation to our premises and activities;
 - assessing the level of risk and who might be affected;
 - deciding which areas need attention; and
 - developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- Where more than five staff and volunteers are employed, the risk assessment is written and is reviewed regularly.
- We maintain lists of health and safety issues, which are checked daily before the session begins, as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.

Legal framework

- Management of Health and Safety at Work Regulations (1999)

Further guidance

Five Steps to Risk Assessment (HSE 2011)

Other useful Early Years Alliance publications

- Managing Risk (2009)

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Held on	<hr/>	<i>(date)</i>
Date to be reviewed	<hr/>	<i>(date)</i>
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Name of signatory	<hr/>	
Role of signatory (e.g. chair, director or owner)	<hr/>	

Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment

Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and must have an emergency evacuation procedure.

8.5 Fire safety and emergency evacuation

Policy statement

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer, or Fire Safety Consultant.

Procedures

- The basis of fire safety is risk assessment, carried out by a 'competent person'.
- The manager has received training in fire safety sufficient to be competent to carry out the risk assessment; this will be written where there are more than five staff and will follow the Government guidance Fire Safety Risk Assessment - Educational Premises (HMG 2006).
- Where we rent premises, we will ensure that we have a copy of the fire safety risk assessment that applies to the building and that we contribute to regular reviews.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke detectors/alarms and fire fighting appliances conform to BS EN standards, 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; and
 - practised regularly, at least once every six weeks.
- Records are kept of fire drills and of the servicing of fire safety equipment.

Emergency evacuation procedure

Every setting is different and the evacuation procedure will be suitable for each setting. It must cover procedures for practice drills including:

- How children are familiar with the sound of the fire alarm.
- How the children, staff and parents know where the fire exits are.
- How children are led from the building to the assembly point.
- How children will be accounted for and who by.
- How long it takes to get the children out safely.
- Who calls the emergency services, and when, in the event of a real fire.
- How parents are contacted.

The fire drill record book must contain:

- The date and time of the drill.
- How long it took.
- Whether there were any problems that delayed evacuation.
- Any further action taken to improve the drill procedure.

Legal framework

- Regulatory Reform (Fire Safety) Order 2005

Further guidance

- Fire Safety Risk Assessment - Educational Premises (HMG 2006)

This policy was adopted at a meeting of	_____	<i>(name of provider)</i>
Held on	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	

Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment

Providers must keep premises and equipment clean, and be aware of, and comply with, requirements of health and safety legislation (including hygiene requirements).

8.6 Animals in the setting

Policy statement

Children learn about the natural world, its animals and other living creatures, as part of the Learning and Development Requirements of the Early Years Foundation Stage. This may include contact with animals, or other living creatures, either in the setting or on visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

Procedures

Animals in the setting as pets

- We take account of the views of parents and children when selecting an animal or creature to keep as a pet in the setting.
- We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.
- We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
- We ensure the correct food is offered, at the right times.
- We make arrangements for weekend and holiday care for the animal or creature.
- We register with the local vet and take out appropriate pet care health insurance.
- We make sure all vaccinations and other regular health measures, such as de-worming, are up-to-date and recorded.
- Children are taught correct handling and care of the animal or creature and are supervised.
- Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- Staff wear disposable gloves when cleaning housing or handling soiled bedding.
- If animals or creatures are brought in by visitors to show the children, they are the responsibility of their owner.
- The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

Visits to farms

- Before a visit to a farm, a risk assessment is carried out - this may take account of safety factors listed in the farm's own risk assessment, which should be viewed.

- The outings procedure is followed.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms is cleaned of mud and debris and should not be worn indoors.

Legal framework

- The Management of Health and Safety at Work Regulations (1999)

Further guidance

- Health and Safety Regulation...A Short Guide (HSE 2003)

This policy was adopted at a meeting of _____ (name of provider)

Held on _____ (date)

Date to be reviewed _____ (date)

Signed on behalf of the management committee _____

Name of signatory _____

Role of signatory (e.g. chair/owner) _____

General Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment

Providers must have a no-smoking policy, and must prevent smoking in a room, or outside play area, when children are present or about to be present

8.7 No-smoking

Policy statement

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment - both indoors and outdoors.

Procedures

- All staff, parents and volunteers are made aware of our No-smoking Policy.
- We display no-smoking signs.
- The No-smoking Policy is stated in our information for parents.
- We actively encourage no-smoking and can provide information for parents and staff about where to get help to stop smoking if they are seeking this information.
- Staff who smoke do not do so during working hours, unless on a break and off the premises.
- Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.

Legal framework

- The Smoke-free (Premises and Enforcement) Regulations (2006)
- The Smoke-free (Signs) Regulations (2012)
- Public Health England advise www.gov.uk/government/publications/use-of-e-cigarettes-in-public-places-and-workplaces

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Held on _____ (date)

Date to be reviewed _____ (date)

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

Safety and suitability of premises, environment and equipment:

Safety Providers must take reasonable steps to ensure the safety of children, staff and others on the premises

8.8 Staff personal safety including home visits**Policy statement**

Busy Bees believes that the health and safety of all staff is of paramount importance and that all staff have the right to work in a safe environment. We support safe working both on and off the premises, acknowledging the needs and diversity of children and their family.

Procedures*General*

- All staff in the building early in the morning, or late in the evening, ensure doors and windows are locked.
- Where possible, at least the first two members of staff to arrive in the building arrive together, and the last two members of staff in the building leave together.
- Visitors are generally only allowed access with prior appointments and only admitted once their identity has been verified.
- Minimal petty cash is kept on the premises.
- When taking cash to the bank, members of staff are aware of personal safety. Managers carry out a risk assessment and develop an agreed procedure appropriate to the setting, staff and location.
- Members of staff make a note in the diary of meetings they are attending, who they are meeting and when they are expected back.
- Managers have good liaison with local police and ask for advice on safe practice where there are issues or concerns.

When our numbers of children are low, we operate our sessions with two members of staff, keeping within the appropriate adult:child ratios. There may be circumstances where a member of staff is unavoidably alone on site (for example, if the other member of staff is delayed or taken ill).

In these circumstances the following procedure is followed@

- All windows and doors are locked.
- No heavy lifting is carried out.
- No duties or activities what would normally be carried out by two or more people are attempted.
- The Management Committee Chair is contacted, and they will arrange for someone to be on site as soon as possible. If contact cannot be made, then either the Team Leader or Deputy Team Leader are contacted to arrange for someone to be on site.

Management Committee Chair – Jo Gay mobile: 07875 675885

Team Leader – Debbie Markwick mobile 078151 66687

Deputy Team Leader – Sarah Middleton mobile 07775 646581

- Other staff will try their hardest to make themselves available in these circumstances.

Home visits

Where staff members conduct home visits, this is done at the team leader's discretion and the following health and safety considerations apply:

- Prior to a home visit the key person and team leader undertake a risk assessment that is specific to the visit being undertaken.

- Members of staff normally do home visits in pairs – usually the team leader/deputy with the key person.
- Each home visit is recorded in the diary with the name and address of the family being visited, prior to the visit taking place.
- Visits are done out of preschool hours. Family members of the staff visiting will be made aware of the visit, where it is, what time and what time they should be home.
- If there is any reason for staff to feel concerned about entering the premises, they do not do so, for example, if a parent appears drunk.
- Members of staff carry a mobile phone when going on a home visit.
- If staff do not return from the home visit at the designated time, the contact person attempts to phone them and continues to do so until they make contact.
- If no contact is made after a reasonable amount of time has passed, the contact person rings the police.

Dealing with agitated parents in the setting

- If a parent appears to be angry, mentally agitated or possibly hostile, two members of staff will lead the parent away from the children to a less open area but will not shut the door behind them.
- If the person is standing, staff will remain standing.
- Members of staff will try to empathise and ensure that the language they use can be easily understood.
- Staff will speak in low, even tones, below the voice level of the parent.
- Members of staff will make it clear that they want to listen and seek solutions.
- If the person makes threats and continues to be angry, members of staff make it clear that they will be unable to discuss the issue until the person stops shouting or being abusive, while avoiding potentially inflammatory expressions such as 'calm down' or 'be reasonable'.
- If threats or abuse continue, members of staff will explain that the police will be called and emphasise the inappropriateness of such behaviour in front of children.
- After the event, details are recorded in the child's personal file together with any decisions made with the parents to rectify the situation and any correspondence regarding the incident.

This policy was adopted at a meeting of _____(name of provider)

Held on _____(date)

Date to be reviewed _____(date)

Signed on behalf of the provider _____

Name of signatory _____

Role of signatory (e.g. chair/owner) _____

Safeguarding and Welfare Requirement:

Safety and Suitability of Premises, Environment and Equipment Providers must follow their legal responsibilities under the Equality Act 2010

9.3 British values

Policy statement

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding, we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful and discriminatory behaviour.

Procedures

British Values

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

- *Democracy*, or making decisions together (through the prime area of Personal, Social and Emotional Development)
 - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, e.g. recognising when they do or do not need help.
 - Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- *Rule of law* or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
 - Practitioners to ensure that children understand their own and others' behaviour and its consequence.
 - Practitioners collaborate with children to create rules and codes of behaviour, e.g. the rules about tidying up, and ensure that all children understand rules apply to everyone.
- *Individual liberty, or freedom for all* (through the prime area of Personal, Social and Emotional Development and Understanding the World)

- Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, e.g. through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, e.g. discussing in a small group what they feel about transferring into Reception class.
- *Mutual respect and tolerance*, or treating others as you would want to be treated (through the prime area of Personal, Social and Emotional Development and Understanding the World)
 - Practitioners create an ethos on inclusivity and tolerance where views, faiths, cultures and races are valued, and children are engaged with the wider community.
 - Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
 - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
 - Practitioners promote diverse attitudes and challenge stereotypes, e.g. sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.
- In our setting it is not acceptable to:
 - actively promote intolerance of other faiths, cultures and races
 - fail to challenge gender stereotypes and routinely segregate girls and boys
 - isolate children from their wider community
 - fail to challenge behaviours (whether staff, children or parents/carers) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

Prevent Strategy

Under the Counter-Terrorism and Security Act 2015 we also have a duty "to have due regard to the need to prevent people from being drawn into terrorism".

Legal framework

Counter-Terrorism and Security Act 2015

Further guidance

Equality Act 2010: Public Sector Equality Duty – What I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)

Fundamental British Values in the Early Years (Foundation Years 2015)

Prevent Duty Guidance: for England and Wales (HMG 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

Other useful Early Years Alliance publications

- Guide to the Equality Act and Good Practice (2015)

This policy was adopted by _____(name of provider)

Held on _____(date)

Date to be reviewed _____

Signed on behalf of the provider _____

Name of signatory _____

Role of signatory (e.g Chair) _____

Busy Bees Emergency Management Plan

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Subject Area

- Introduction
- Definitions, Aims & Scope of the Plan
- Available Support
- Emergency Action Lists for Key Staff
 - Manager/Deputy/Committee Chair
 - Preschools on-site Co-ordinator
 - Preschools Emergency Management Team

Appendices

- **Dealing with the Media**

Advice and points to note when dealing with the Media

- **Contact List**

Template containing emergency contact details and spaces to insert On-Site Emergency Team details

- **Site Map Template**

Insert site specific information for use by the Emergency Teams or Emergency Services (Fire, Police or Ambulance). Add a hard copy of your site floor plans.

- **Event Log Template**

Template for logging all communications, decisions and factual information received during an Event.

Photocopy or print multiple copies of this page and retain for immediate use

Introduction

This model for a '**School Emergency Management Plan**', has been adapted by: Busy Bees Preschool

The Plan is designed to comply with the provisions of the new **Civil Contingencies Act 2004** which establishes a single framework for civil protection in the UK.

The **Act** focuses on local arrangements and the establishment of a statutory framework for **Local Responders** (local authorities, businesses and volunteer groups) and on emergency powers and legislative measures to deal with the effects of the most serious emergencies.

The effect of this is that responsibilities are placed upon:

1. **Busy Bees committee** to set in place robust systems for emergency management and systems to deal with the impact of Events.
2. **Busy Bees** to accept and adapt issued guidance and set in place site management systems to deal with a wide range of site specific and community Events.

This **Plan** will be revised annually.

Definition

‘An Event – or Events – usually sudden, which involve experiencing significant personal distress, to a level which potentially overwhelms normal responses and procedures, and which is likely to have emotional and organisational consequences.’

Aims

To:-

1. Create an awareness of the need for planned arrangements to be made.
2. Provide re-assurance of the practical help that is available from, the Local Authority and other agencies, at short notice.
3. Address the need for Busy Bees Preschool to develop complementary emergency arrangements.
4. Pass on advice based upon previous experiences.
5. Give guidance on other source of information and help from other agencies

Scope of the Plan

In setting

- A deliberate act of violence, such as the use of a knife or firearm
- Flood or utilities failure
- Total or significant IT/Data loss/failure/theft
- A fire or explosion
- A pupil or teacher being taken hostage/missing person/absconder
- Fatality
- Terrorist action
- The destruction or serious vandalising of part of the setting

Outside School

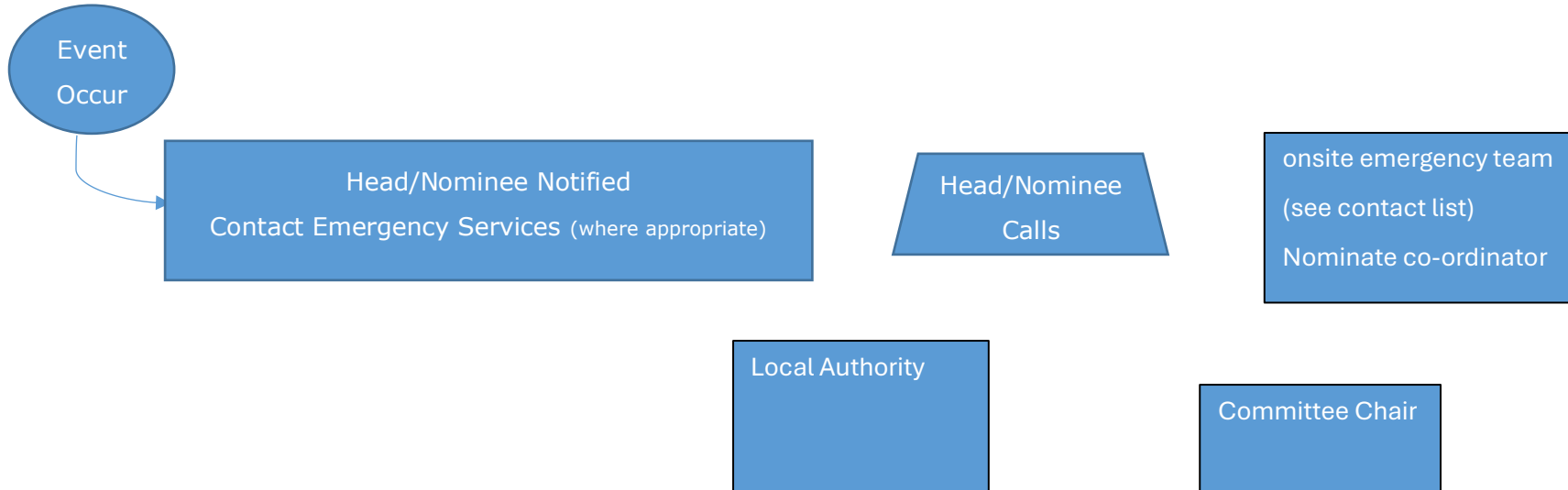
- The death of a pupil or member of staff through natural causes, accidents or other significant criminal action
- A transport-related accident involving pupils and/or members of staff
- A more widespread disaster in the community
- Death or injuries on preschool journeys or excursions
- Civil disturbances and terrorism

In respect of trips and educational visits, guidance is available from the DfE good practice guide 'Health & Safety of Pupils on Educational Visits' [Dfe Good Practice Guide](#)

Also: [Health and Safety: Advice for Schools - Publications - GOV.UK](#)

Available Support

In the event of a Prechool related emergency the proposed arrangement is outlined here:



Outline Available Support:

<ul style="list-style-type: none"> • Assist Head • Determine needs and available resources/facilities • Report on determined needs & available resources/facilities • Take action as instructed/advised 	<ul style="list-style-type: none"> • Attends site • Mobilises & co-ordinates Support Officers (as required) • Co-operates with Local Authority • Support/advises On-Site Emergency Team & Co-ordinator 	<ul style="list-style-type: none"> • Identify wider aspects * impacts
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Emergency Action List

Action by: - Debbie Markwick OR Georgie Binks OR Ellen Abraham-Young

Stage 1 - Initial Actions

- Open and continue to maintain, a personal log of all factual information received, actions taken, and the time of those events.
- Make every attempt to clarify exactly what has happened.
- Ensure that the Emergency Services have been contacted, if required.

If during term time

- Avoid closing the site & endeavour to maintain normal routines & timetables, unless there is overwhelming pressure to do so. In an epidemic or pandemic situation this may not be the case, but the Health Protection Agency would become the responsible lead should this occur. The Police may require that all or part of the site be cordoned for the preservation of forensic evidence.

If outside term time (or outside school hours)

- Arrange for: -
 - The Premises Management Team to open the hall as appropriate and to be available (and responsive) to requests.
 - Immediate site Admin support.
- If the Incident does attract Media attention, you are likely to be inundated with requests for interviews and statements, direct all requests to the committee Chair.

Think about what you are wearing when you go into school, in case you are unavoidably drawn into a TV interview.

NB: It is especially important that if names of those who may have been involved in the incident are known - DO NOT release or confirm – them to anyone, before those identities are formally agreed and parents are informed.

Follow the lead of the emergency services in this!

- Call in the designated staff members to form the 'On-Site Emergency Team', and nominate one member as On-Site Coordinator to oversee the Team on your behalf.
- Inform Chair of Committee of the event
 - They should standby to be available for interview by the Media.

- Be prepared to receive many telephone calls.
- If deputising for the Head, try if possible to contact and brief them.
- Recognise the relevance of multi-cultural and multi-faith factors in the response.

Stage 2 – Once established

Brief Staff Member acting as On-Site Co-ordinator to oversee the following:-

- Ensure all staff members and support team members are wearing recognised ID or supply alternative
- Set up arrangements to control and manage visitors – arrange for their names to be recorded. Continually review site security
- Set up arrangements to enable accurate information to flow into and out of the preschool and for telephone calls, by ensuring –
 - Sufficient help is available to answer the many calls that could be received
 - Staff maintain records of all calls received
 - Brief, but up-to-date prepared statements are available to staff answering phones
 - Regularly updated statements for outgoing answer phone messages with alternative contact numbers for parents, press *etc.*
 - An independent telephone is made available for outgoing calls only – a mobile phone can be useful – but remember such messages can be readily intercepted
- To arrange for all staff – not just teaching staff – to be called in and, if necessary, briefed at an early stage. (Subsequent briefings say 2 x per day for 10 minutes, should be arranged.
- To brief Team to discourage staff and pupils from speaking to the Media.
- To arrange, if appropriate, for Team members to each have a copy of the Next-of-

- Telephone staff are reminded that some calls could be bogus
- Care is taken when answering telephone calls

Kin List.

- To be aware of how colleagues are coping
- Avoid the temptation to speculate or to hide facts when briefing staff and pupils
- There is an expectation to arrange for all pupils to be told, in simple terms, at an early stage (ideally in small groups, wherever possible) in order to ensure perspective is maintained by all.
- Expect to see identification of all Support Team Officers.

Parents:

- Maintain regular contact with parents.
- If pupils are involved, the contacting of parents will be an important early task

Remember if it is a major Incident, the parents may well have already heard. It may be appropriate to ask the parents to come to the setting for briefing and support. This will need to be done with the utmost care.

- Avoid speculation to fill in sketchy details. Don't be afraid to say "I don't know – yet"
- If the incident is away from setting, seek Police advice whether parents should travel to the scene, or whether children should be taken home.

Staff:

- Maintain regular contact with staff. Make a point of seeing that all staff involved know each other's roles & responsibilities.
- Be available to see staff when required.
- Be alert to adverse reaction by staff, to the Event (Post Traumatic Stress Disorder).
- Remember some members of staff may be so affected, that they will not be able to help in supporting children
- Recognise also that if the burden of dealing with the situation falls disproportionately on a small number of staff, they too could need professional support.
- If the incident is away from the setting, try to dissuade shocked staff from driving parents to the scene.

- Remember to have regular breaks, and advise others to do so.
- Always try to think of something positive to say to staff & respond positively to

Stage 3 – Period following the close of the incident

- When appropriate, seek advice from local faith group's contact on funeral/memorial services.
- Prepare joint report with named Senior Officer.
- Contact the ELocal Authority for support and advice for staff and pupils.
- Arrange for a member of staff to make contact with any pupils either at home or in hospital.
- Make sensitive arrangements for the return to preschool, prepare for staged return (as appropriate).

Stage 4 – Longer-term issues

The effects of some Incidents can continue for years. Thought will need to be given to:-

- Work with staff to monitor pupils informally
- Clarify procedures for referring pupils and staff for individual help. Contact the Local Authority.
- Recognise and if appropriate, mark anniversaries
- Remember to make any new staff aware of which pupils were affected and how they were affected.

- Remember that legal processes, inquiries and even news stories may bring back distressing memories and cause temporary upset within the preschool.
- Remember if the Incident does attract Media attention, it is likely that interest will continue for many weeks.
- Remember to take time out for yourself, to reflect and to consider and evaluate lessons learned.
- Be aware that some Staff may also need help in the longer term.

Emergency action list

Action by: - Busy Bees Preschool/Village Hall Committee Emergency Team

Stage 1 – Initial Actions

- Obtain full facts of Incident from Debbie Markwick/Ellen Abraham-Young
- Open and continue to maintain a personal log of information received, actions taken and the time of those events
- Assist, where appropriate, in assessing the emotional needs of the staff and pupils.
Co-ordinate rapid action to sensitively inform staff and pupils to provide appropriate support
- Arrange special groups for very distressed pupils.

Stage 2 – Once Established

- Under guidance from the Local Authority, assist Debbie Markwick or Georgie Binks or Ellen Abraham-Young

Stage 3 – Period Following Close of the Incident

- As above

Emergency Action List

Action By: - Local Authority

Stage 1 – Initial Actions

- Obtain full facts of Event from Manager/Deputy or Committee Chair
- Open and continue to maintain a personal log of information received, actions taken and the time of those events

Stage 2 – Once established

- Under guidance from the Local Authority, assist the Manager/Deputy & Committee Chair
- Work with the Manager/Deputy & Committee Chair as directed.
- Concerning incoming telephone calls:
 - Maintain a record of calls received

- Only give out information from prepared statements that will be made available

- Remember that some calls could be bogus
- Take special care when answering telephone calls early on

- Remember the member of staff opening the front door is likely to be the first point of contact for visitors, so exercise caution in making comments and in general conversation

Stage 3 – Period Following Close of the Incident

- As above

Appendix 1

Contact List

The names and telephone numbers of organisations and individuals who may be useful to the preschool in an emergency:

It is the preschool's responsibility to ensure a contact is available at all times.

Organisation	Name	Telephone No.
Manager	Debbie Markwick	07815166687
Committee Chair	Ellen Abraham-Young	07818686497
Deputy	Georgie Binks	07368298486
Village Hall Chair	Julia Bailey	07790572525
Local Authority	Services for Young Children	023080650034

Appendix 3

Site Map

Key (attach copy of site plan)

Main Entrance

Other Entrances

Emergency Exits

Electricity Meter

Fuse Box

Water Meter

Water Emergency Cut-Off/Stop Cocks

Fire Extinguishers

On-Site Assembly Points

Emergency Vehicle Access

Priority Areas for Rescue/Salvage

Disabled Refuge/s

Data Back-ups (Finance Records, Pupil Records, Curriculum Records)

Risk Materials/Substances

Cleaning Materials

Other Highly Flammable Sources

Waste Storage Areas

Date:

Name:

[illegible]



Busy Bees Pre-school
Bishop's Sutton Village Hall
Bishop's Sutton
Hampshire
SO24 0AH

Closure policy

There may occasionally be exceptional circumstances that are beyond our control that mean we have to close Busy Bees on a temporary basis. These may include (but not exclusively be) high levels of staff sickness, the hall being unsafe due to adverse weather conditions, or following advice from Services for Young Children/Public Health England etc.

We will inform all parents and carers as soon as possible by text or phone call if we cannot open. Please be assured that we will do everything in our powers to keep the setting open but the safety of our children and staff is paramount.

Fees will still be applicable in those circumstances.

This policy was adopted at a meeting of	_____ (name of provider)
Held on	_____ (date)
Date to be reviewed	_____ (date)
Signed on behalf of the provider	_____
Name of signatory	_____
Role of signatory (e.g. chair, director or owner)	_____

Snow Policy/ Guidelines for Busy Bees Preschool

Opening of the setting

Where possible Busy Bees preschool will endeavour to open as normal in the event of heavy snow fall or other adverse weather conditions. If enough of the preschool staff can get into the setting to provide the correct adult/child ratios then Busy Bees will open as normal, however if they can't get in then we will inform parents as soon as possible by text or phone call to say that Busy Bees will be closed. If conditions worsen whilst the setting is open, then parents will be contacted to ask them to collect their child early so that no-one is stranded at the setting.

Busy Bees preschool understands that there are some parents/carers who have work commitments that they cannot fulfil unless we open so we will always try our best to provide somewhere for the children to go. However, there may be occasions when the preschool is unable to operate.

Fees will still be applicable.

Safety

Parents/carers are advised to take care when arriving and leaving Busy Bees preschool. The car park may become compacted with snow and or ice so please be aware of your safety and the safety of others at all times. As always, the preschool will take every possible step to ensure the children's safety, but risks may be heightened during these times. It is not compulsory to attend preschool and parents/carers are advised not to attempt the journey if the conditions are unsafe.

Appropriate clothing

Parents/carers of children who attend Busy Bees preschool during the snow are requested to ensure that children are appropriately dressed for the weather and preferably bring a change of clothes/gloves etc. as well as dry indoor shoes as we will no doubt spend time playing in the snow.

This policy was adopted by _____ (name or provider)

Held on _____ (date)

Date to be reviewed _____

Signed on behalf of the provider _____

Name of signatory _____

Role of signatory _____

Policy and Procedures for Sustainability and Climate change

Guidelines for Busy Bees Preschool



Introduction

The government have stated that all settings must provide this policy. As we use a shared facility it is impossible for us to have full control over this however there are things we can put in place to do our bit.

Procedures

As part of our commitment to climate change, we will

- Endeavour to recycle/reuse all resources where possible
- Keep open discussions with the hall committee about improving their carbon footprint
- Limit the use of plastic when renewing resources
- Provide a water butt for rain collection to use for water play
- Ensure heating is turned off when not needed and thermostats are at a reasonable temperature
- Educate parents, staff and children about the climate change emergency and actions they can take
- Establish collaborative working practices with suppliers

Appoint a sustainability lead.

The role of the sustainability lead is to drive forward both action and awareness for the preschool. Along with developing the Climate Action Plan, the sustainability lead will typically also monitor and report progress, build community engagement, and integrate sustainability into the curriculum. Our lead is Debbie Markwick.

This policy was adopted at a meeting	_____	(name of
of	_____	provider)
Held on	_____	(date)
Date to be reviewed	_____	(date)
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or	_____	
owner)	_____	