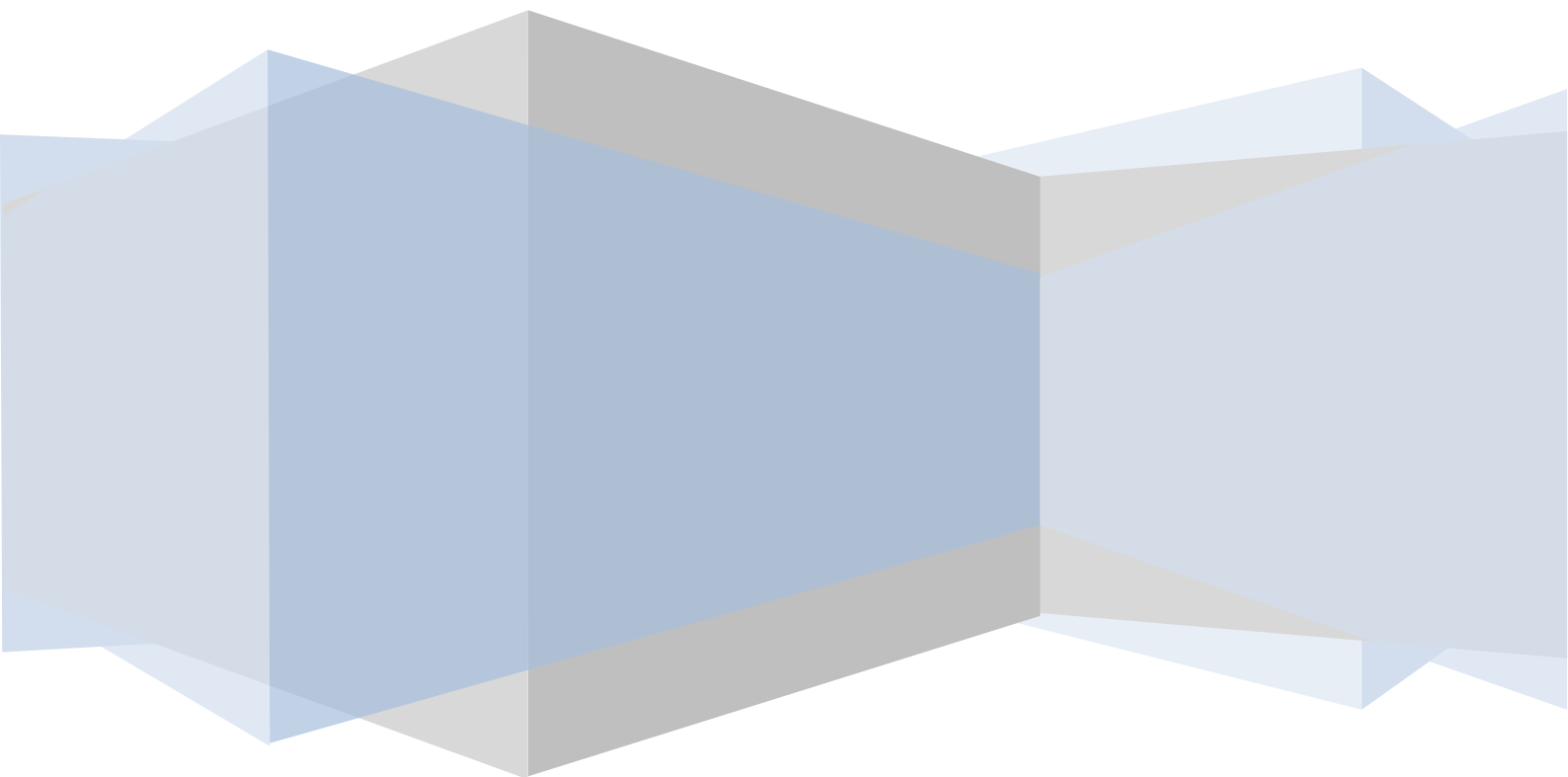




Policies & Procedures

These policies will be reviewed annually or sooner if deemed necessary by new legislation or review of practice

P.Shiels



Contents

- ✚ Admission Policy
- ✚ Arrangements for settling in the Early Years
- ✚ First Aid
- ✚ Behaviour Policy
- ✚ Lost or uncollected child
- ✚ Equalities
- ✚ Sick child
- ✚ Safeguarding
- ✚ Special Educational Needs
- ✚ Notification to Ofsted
- ✚ Hygiene Policy
- ✚ Food and drink Policy
- ✚ Educational Visits
- ✚ Procedure for taking children outside
- ✚ Health and Safety
- ✚ Health and Safety Assessment & Schedule
- ✚ Fire Risk
- ✚ Evacuation procedure on hearing the fire alarm
- ✚ Mobile Phone and Social Networking
- ✚ Exclusions
- ✚ Complaints
- ✚ Smoking, Drugs and Alcohol
- ✚ Data Collection
- ✚ Whistleblowing
- ✚ Assessment
- ✚ Privacy Notice
- ✚ GDPR Compliance
- ✚ Intimate Care
- ✚ Safe and Respectful Care
- ✚ Personal, Social, Health & Economic (including relationship) Education
- ✚ Covid



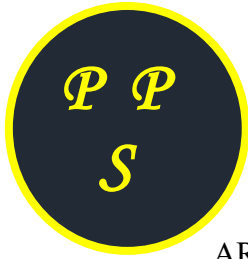
Admission Policy

We operate an open door policy in the nursery – admission is based on the availability of places based on registration details and staffing levels. Children begin with initial visits to familiarise themselves with the setting and staff, these are arranged on an individual basis and should be discussed with the staff. Children are required to wear school uniform in the pre-school, in the nursery uniform is optional. Fees are contractual by the month, one month's written notice is required to terminate the contract.

Entry to Prestwich Preparatory School is by assessment. For the Reception class (September entry) pupils from our pre-school are assessed together, children from other settings are invited into school for the day to be assessed. Assessments usually take place between January and March with offers being made February - March. For entry into Year 1 – Year 6 or during the academic year children are invited to spend the day with us during which they will be assessed. Feedback is given to parents/carers when they come to collect their child. After assessment the Head Teacher, Admissions Officer and class teacher discuss the outcome of the assessment and decide whether or not an offer of a place is to be made. A deposit is required to secure a place and a term's notice required to terminate the contract.

Children cannot be accepted into the nursery or school until all the necessary paperwork (initial visit form, enrolment form, consent form and signed regulations) have been completed and returned. This is necessary for us to fulfil our statutory duties and safeguard the children – see Privacy policy for further details. Before admission it is essential that all your child's health and dietary requirements are made known to staff.

August 2022



FRIESNER EDUCATION

ARRANGEMENTS FOR SETTLING IN THE EARLY YEARS

Children differ in the amount of time they need to settle, but generally they all settle within the first week or two. The following points are helpful for all concerned.

- On enrolment initial short visits are arranged to help children familiarise themselves with the staff and environment. There is no charge for these initial visits and they are arranged on an individual basis by practitioners working with parents/carers. More than one initial visit may be required. During the first initial visit parents are asked to stay to discuss your child's routine etc.
- All marital and home circumstances should be disclosed to senior staff and will be held in the strictest of confidence. Your attention is drawn to the regulations concerning the need to immediately update all contact and medical information.
- Please feel free to ask staff about procedures and routines at any time. Lengthier discussions of your child's progress and the opportunity to view work samples will be welcomed by appointment.
- All home carers of your child are welcome in the setting and at functions, please introduce them to the staff. We will not release a child to anyone unknown to members of staff or without prior parental permission. A password system is set up for other family members etc that are not known to staff so they can collect your child.
- Children must have suitable clothing with them for outdoor activities throughout the year.
- Difficult as it may be to leave a tearful child in the early stages you may take comfort in the fact that our staff are experienced and will be pleased to reassure you if you wish to telephone later in the day.

August 2022



Friesner Education

First Aid Policy

- A first aid box is located in the cupboard in the hall near the kitchen and all classrooms. There is also a first aid kit in the cupboard to take outside for visits or P.E.
- Staff should be aware of children's medical requirements and information regarding medical consent. If in doubt check with the manager/head teacher.

When treating any injury staff must wear the gloves and aprons (if necessary) provided. All injuries will be treated with water, antiseptic wipes and plasters, steri strips or lint and gauze where appropriate unless stated otherwise by the parents/carers. In the unlikely event of a burn, treatment would be cold running water or sterile burn dressing. In the case of stings/bites we may use insect spray unless stated by parents. No creams or medications* are to be applied without the prior written consent of the parent/carer. Permission slips are located in the folder and must be completed before any medication is given. All accidents must be noted in the accident book and a note sent home to inform the parents if they are unable to sign the book.

Staff are to telephone parents if a child has a bump to the head to give parents the option of coming to see them or have it checked by someone.

Miss Shiels must be informed of any serious injuries. They will decide if any further action is required. Parents should be contacted immediately if the injury is serious or requires further medical attention.

If a member of staff notices a lack of supplies in the first aid box they should notify Miss Shiels as soon as possible.

Any staff incidents should be noted in the yellow staff accident books in the cupboard in the hall. Staff requiring first aid should inform the First Aider.

Staff with Paediatric First Aid certificates:

P. Shiels	A. Wadsworth	H. Marshall	R. Foster	A. Kearney	C. Atkin
J. Pearce	R. Kaur	L. Cain			

Emergency First Aid at Work: H. Marshall

*only medication prescribed for the child will be administered by staff

April 2022



This policy pays due regard to Dfes publications: Behaviour and Discipline in Schools and Preventing and Tackling Bullying.

At Prestwich Prep School we expect children, parents and staff

- To behave in a courteous and respectful manner at all times in and out of the classroom
- To respect other people's beliefs, customs and views
- To feel safe and valued
- To report any kind of disrespectful or unacceptable forms of behaviour
- To know who to talk to if they have concerns

Staff should set good examples, role modelling the behaviour they would like to see in their classrooms and around school. They should also view behaviour of children as a form of communication and treat behaviours appropriately according not only to a child's chronological age but also developmental age.

Children are rewarded with stickers, house points and prizes for good work, effort and behaviour. We have four house teams in school – Ash, Beech, Oak and Sycamore. At the end of each academic year the winning house captain is awarded a trophy and the house name engraved on the shield which remains in school.

Each week we allocate a 'Star of the Week' per class based on children's efforts and attitude. The pupil is given a certificate to take home and their name displayed on a star on a board in the hall.

Once a month we hold an Achievement Assembly during which the children's achievements (both in and out of school) are shared with the school. They are then written on a leaf and placed on our Achievement Tree for everybody to see. We would like parents/family members to be a part of this, sharing ideas and encouraging children to share their achievements. Achievements could be anything from getting dressed by themselves, learning to ride a bike, making cupcakes, earning a badge at Cubs/Guides.

If children display behaviour that is not acceptable, then this is treated in an age/stage appropriate manner. With very young children this may be a distraction or moving away from a situation with an explanation of why the behaviour is inappropriate. When doing so it is important that staff are mindful to explain what behaviours are inappropriate and why, in a manner that is suitable to the individual child's developmental stage.

If behaviour is repeated parents will be invited into school to discuss it, this may also be the case if a singular incident is of a more serious nature. For older children consequences may include loss of playtime and for those who do not always complete set work (in class or at home) or who are not working well in class, may be put on weekly report. This must be signed by each class teacher at the end of the lesson and by a parent/carer each night. This allows the parent/carer to monitor how their child is working and makes the child aware that parents and school are working together.

Physical intervention would only be used to manage a child's behaviour if it was necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents informed on the same day.

Staff continuously observe and assess the children with respect to learning goals including social behaviour. If a member of staff is concerned about a child the senior leadership team must be informed and if considered necessary parents will be contacted. Conversely, parents with their own concerns are encouraged to contact staff immediately to arrange a meeting to discuss them.

Allegations against a member of staff

Should any allegation be made against a member of staff it will be dealt with as quickly as possible and reported to the Local Authority Designated Officer. It is not the default position of the school to immediately suspend staff whom an allegation has been made against and it will take seriously any malicious allegations against staff. Should an allegation be found to be malicious the school will meet with the parents to discuss further action which could be exclusion on a temporary or permanent basis.

Prevention of Bullying

We are a close knit school and children know each other well, however we must be aware that children can at times display or be impacted by bullying behaviour. We aim to deal with behaviour of this type swiftly and with all the children involved. We consider bullying to be any repeated behaviour which is intended to hurt (physically or emotionally) another individual or group. Bullying can take many forms – physical or emotional and includes online behaviours. It can be motivated by prejudice on grounds of race, religion, gender, sexual orientation or because a child is adopted or has caring responsibilities.

To educate pupils about the impact of inappropriate behaviour on themselves and others and to reduce incidents of these types of behaviours, we participate in national incentives such as Anti-Bullying week as well as the delivery of PSHE lessons, circle time and assemblies.

We want pupils to work together with the staff to promote and maintain a safe, secure environment where everyone feels valued. We want everyone to have a pleasant experience during their time with us, feel safe and secure wherever they are. We expect everyone to abide by this and will not tolerate any discriminatory language or unfavourable treatment based on prejudice of any sort. Should any incidents of this nature occur then they will be dealt with seriously and we would invite parents in to discuss what steps can be taken to rectify the situation or discuss consequences such as those previously stated or suspension/exclusion in the most serious of cases.

Parents are reminded that under the terms of the written contract the management reserves the right to curtail the attendance of a child should they consider that attendance to be detrimental to the running of the nursery/school.

November 2022



Friesner Education

Lost or uncollected child policy

Uncollected child policy

It is the policy of the nursery/school to have two or more contact numbers for parents/carers of each child. This information is held in the office and accessible to all staff. Children are not released to people unknown to the staff unless by prior arrangement with one of the primary carers and a password is issued and used.

If a child is not collected by 4pm (without prior arrangement) their parent/carer is contacted, informed of the situation and asked to clarify collection arrangements.

If a child is not collected by 5:30pm the teacher in charge contacts the parent/carer to inform them of the situation and inquire as to when and by whom the child will be collected.

Children are never left; staff remain on the premises with the child until someone arrives to collect him/her. Parents are charged for late collection.

Lost children

If a child is missing within the nursery/school premises one member of staff is deployed to search the immediate vicinity. All classrooms/toilets are checked, if the child is not found a senior member of staff is informed and the search widened. If after checking the outer premises the child is still not located one member of staff would search the local area while a senior member of staff contacts and informs the parents. Police would be called to help with the search if necessary.

In order to prevent the children from separating while outdoors regular checks are made – counting heads, gathering children together to ensure everyone is present. Before any activity is undertaken children are given clear boundaries which must be adhered to at all times and safety issues discussed within the setting. If a child was to be separated from the group while outdoors one member of staff would begin a search while the others would return to the setting with the group and inform the head teacher. Procedures as above would follow for informing parents and other agencies.



Friesner Education – Prestwich Prep School

Equalities Policy

Legislation that informs this policy:

The Sex Discrimination Act 1968

The Race Relations Act 1976

The Children's Act 1989

The Disability Discrimination Act 1995

UN Conventions on the Rights of the Child 1998

Miss Shiels is our named ENCO.

At PPS our aim is that everyone is valued equally and has the opportunity to be involved in all aspects of school life.

We achieve this by

- Providing an environment which allows access to all, where children feel valued as individuals and safe to talk about and express themselves freely.
- Challenging any unacceptable, discriminatory language or behaviour
- Providing resources e.g. toys, books, posters which reflect and provide positive images of the diverse society to which we belong.
- Working with other agencies, particularly our Area Inclusion Officer to gain the best possible advantage for all.
- Encouraging staff to attend relevant training and share information/examples of good practice with others
- Naming an ENCO responsible for ensuring this policy is implemented
- Working closely with parents, informing them of our policies and ensuring they are aware of their responsibilities with regard legislation and school ethos.

This is a working document and should be reviewed and updated regularly (annually or sooner if legislation requires)

January 2022



Sick Child Policy

All relevant medical details about individual children must be included on enrolment forms and shared with staff members e.g. asthmatic, diabetic. Contact numbers for parents/carers are kept in the office – there should be at least two numbers for each child, details of children attending after school care/clubs are also kept by the relevant person in charge.

Any child who complains they are unwell should be seen by the teacher in charge. If it is felt necessary parents are contacted and asked to collect their child from school. There is a separate medical room with a sink which children may use if they feel unwell or it is necessary to separate them whilst waiting for a parent/carer to collect them. In the nursery there are mattresses which children may lie on whilst waiting to be collected, if it is not appropriate to use the medical room.

It is the policy of the school that any child suffering from sickness and/or diarrhoea must remain at home until they have had forty-eight hours clear.

No medicines will be administered without prior parental permission. Staff are only able to administer prescription medicine which has been prescribed for the named child. Medicines containing aspirin will only be administered if prescribed by a doctor. If parents bring any over the counter medicine e.g. Calpol, staff must adhere to the dose instructions on the package. This must be written permission including medicine to be administered, amount and time to be administered.

Children requiring long term medication i.e. inhaler for asthma must have a long term medication consent form. This must be completed in full by a parent/carer and necessary staff informed of the details. Symptoms must be listed by parents 'as required' is not acceptable. Staff must have a witness when administering medicine and both must sign the consent form. This should then be signed by parent/carer on collection or earliest convenience as acknowledgement.

Any member of staff requiring medication (short or long term) must inform the Head Teacher of medication required, any side effects that may affect their ability to work with children, location of medicine in case of emergency. All medication to be kept out of reach of children.

September 2022



Safeguarding Children Policy

This policy pays due regard to:
'Keeping Children Safe in Education September 2022'
Working Together to Safeguarding Children 2018
PREVENT Duty 2015
FGM Act 2003

Aims and objectives

We strive to educate all of our pupils within an environment where they feel safe, confident and secure. Safeguarding and the wellbeing of the pupils should be at the heart of everything we do, whatever aspect of school life we engage in. The overall aim of this policy is to safeguard and promote the welfare of the children in our care (in situations where child abuse is suspected our paramount responsibility is with the child) This will be achieved by

- continuing to develop awareness in all the staff of the need for Child Protection and their responsibilities in identifying abuse
- ensure that all the staff are aware of referral procedures within the setting
- monitor children who have been identified as 'at risk'
- ensure that outside agencies are involved where appropriate
- creating an environment where children feel secure, have their viewpoints valued, are encouraged to talk and are listened to
- delivering a PSHE(R) curriculum that teaches children about healthy relationships

This policy applies to anyone working on behalf of Prestwich Preparatory School including staff, volunteers and students.

Setting Procedures

1. Any member of staff with an issue of concern relating to Child Protection (it should be made clear to students that CONFIDENTIALITY CANNOT BE GUARANTEED IN RESPECT OF CHILD PROTECTION ISSUES) should immediately discuss it with a senior member of staff who will inform the designated teacher. Allegations of child abuse must always be given the highest priority and referred immediately to the Head teacher.
2. The Head teacher will then decide on the appropriate course of action (based on current SCB guidelines).
Multi Agency Safeguarding Hub (MASH) 0161 253 5678 Out of hours: 0161 253 6066
3. Information for parents/carers will be published in the policy folder telling them that staff are required to follow the procedures laid down by the SCB.
4. **Allegations against school staff.** Staff must protect themselves especially when meeting on a one to one basis with students and should bear in mind that even perfectly innocent actions may be misconstrued. Staff who hear an allegation of abuse against another member of staff should report the matter immediately to the Head teacher so that SCB procedures can be followed. If the allegation is against the head teacher it should be taken directly to another member of the senior management team. They will then follow the statutory guidelines to ensure appropriate action is taken. Any allegation must be reported to the Local Authority. Designated officer (LADO): Mark Gay 0161 253 5342 Ofsted: 0300 123 4666

Harmful Behaviours (Peer on Peer Abuse)

Behaviour of children should be considered in the context of

- Age/stage developmental stage of child
- Intent to cause harm/upset
- Regularity of behaviour

We use the Hackett continuum tool to assess the nature of behaviour in terms of whether it is developmentally typical, problematic or harmful. With this in mind while some behaviours may be developmentally typical it may be inappropriate for the situation and as such staff should work with children and parents to discourage the behaviour in the given context.

When responding to incidents it is important to put it into context of child's lived experiences, your professional knowledge and judgement of child's. Any responses should involve parents and staff must be mindful of confidentiality with regard further action, even if behaviour is known to many. Whole school and class approaches should be used as well as individual.

In school we will use the SDSE method:

Stop – stop the behaviour/activity

Define – define the behaviour/activity

State the school rule – e.g. Remember at school we...

Enforce and redirect

Enforcement should not be punitive but should make clear that behaviours cannot continue.

Online Safety

As technology becomes an increasingly larger part of our life and that of our children it is important that they learn to access and use these resources safely. The online world has changed the way we access information, communicate and interact with one another and make friends. While there are benefits there are also risks and it is our duty to ensure children are aware of these and how they can seek support or report concerns they have. We teach children how to be safe online during our PSHE lessons and staff have accessed training via a number of agencies e.g. NDNA, DfE, NSPCC and the Local Authority on this topic.

Dealing with Disclosure of abuse

If a child chooses to tell a member of staff about possible abuse there are a number of things that should be done to support the child.

- Stay calm and be available to listen
- Listen with the utmost care to what the child is saying
- Don't put words into the child's mouth but note the main points carefully
- Keep a full record – date, time, what the child did, said etc.
- Reassure the child and let them know they were right to inform
- Inform the child that this information will have to be passed on
- Immediately inform the head teacher

Monitoring and Record Keeping

It is essential that accurate records be kept where there are concerns about the welfare of a child.

These records should be kept in a secure, confidential file separate from the child's school records. It is important to recognise that regulations published in 1989 do not authorise or require the disclosure to parents of any written information relating to Child Protection, although the preferred practice is for parents to be informed of and agree to any referral being made (unless it relates to sexual abuse or child in immediate danger).

Staff must keep the head teacher informed of

- Poor attendance and punctuality
- Concerns about appearance or dress
- Changed or unusual behaviour
- Concerns about health and emotional well being
- Deterioration in educational progress
- Discussions with parents about their concerns relating to their child
- Concerns about home conditions or situations
- Concerns about pupil on pupil abuse (bullying)

When there is suspicion of significant harm to a child and a referral is made as much information as possible should be given about the nature of the suspicions, the child and family. Use of previous records (if available) may prove to be particularly useful in this respect.

Reports may be needed for the Child Protection Case Conferences or the criminal/civil courts.

Consequently records and reports should be

- Factual (no opinions)
- Non-judgemental (no assumptions)
- Clear
- Accurate
- Relevant

The Role of the Designated Teacher

- To ensure that all staff know the designated teacher responsible for Child Protection issues.
- To refer promptly all cases of suspected child abuse to the local social services department or the police child protection team. Unless it involves sexual abuse or imminent danger to the child parents must be informed of any referrals.
- To maintain and update as necessary the Child Protection Monitoring List.

- To organise regular training in child protection within the setting
- To ensure that all staff know about and have awareness of SC guidelines
- To co-ordinate action where child abuse is suspected
- To facilitate and support the development of a whole school policy on Child Protection
- To attend case conferences or nominate an appropriate member of staff to attend on his/her behalf
- Maintain records of case conferences and other sensitive information in a secure confidential file and to disseminate information about the child only on a 'need to know basis'
- To pass on records and inform the key worker who is on the Child Protection Register leaves the nursery. The custodian of the register must also be informed.
- To raise staff awareness and confidence on child protection procedures and ensure new staff are aware of these procedures.
- To keep up to date with current practice by participating in training opportunities wherever possible.

Recruitment of staff

Our recruitment process aims to ensure we deter, reject or identify people unsuited to work with young children. As such it is essential that our commitment to safeguarding and promoting the welfare of children and young people is shared by all staff and volunteers. Before appointing a member of staff we check identification, obtain professional and character references, hold interviews and carry out enhanced disclosures via the DBS. If a member of staff is appointed while awaiting a disclosure they will not be allowed unsupervised access to children and their employment will be conditional of a satisfactory disclosure. Once appointed staff will be given a copy of all policies including safeguarding policy as part of their induction. Staff will also be expected to attend training on such matters some of which may be in house others with the local early years or LSCB. Staff are expected and have a duty to disclose any convictions, cautions, court orders or reprimands that may affect suitability to work with children.

Staff who have attended Safeguarding Training:

P. Shiels A. Wadsworth H. Marshall R. Foster A. Kearney J. Pearce C. Atkin
 R. Kaur L. Cain D. Sheldon

Prestwich Prep School – Miss P Shiels / Miss A Wadsworth / Miss H Marshall (Designated Person)

November 2022



Special Educational Needs Policy

At Prestwich Prep our philosophy is to foster a ‘work ethic’ whereby all children are encouraged to try their best academically, socially and physically. At the same time are encouraged to appreciate their responsibilities to others (1)

We recognise some children may require extra provisions to achieve their full potential and these are children with SEN. Their needs may range from specific learning difficulties (SLD), emotional and behavioural difficulties (EBD), physical difficulties, sensory impairment or certain medical conditions. Their special needs may be temporary or of a more permanent nature.

(1) In the Foundation Stage children follow the EYFS.

The SENCO at Prestwich Prep School is Miss P. Shiels.

Our policy ensures that all children have needs met, through early identification, provisions, appropriate teaching and learning programmes.

Aims

At PPS we want all pupils to:

- Have their individual educational needs identified and met at an early stage
- Make progress and develop their skills, knowledge and understanding at a suitable rate for their needs
- Be included in the life of the school
- Develop confidence and a positive self image
- Have their achievements recognised and celebrated (certificates)

Stage 1

The teacher or parent raises slight concerns. The SENCO dates and records personal details. The class teacher fills in the child’s personal record card. The class teacher monitors progress.

Stage 2

The child is identified as having needs which require an appropriate programme of teaching and learning. The class teacher along with the SENCO discusses and Individual Educational Programme (IEP). A summary of the IEP is recorded for the SENCO the class teacher has the IEP for use in lessons and daily plans. At the review date the IEP is evaluated and a new one written or the situation is resolved and the child moves back to Stage 1. The old IEP is stored in the child’s individual folder. Before the review date the teacher(s) make an evaluation of the progress made and records their findings.

Stage 3

If at the review meeting in Stage 2 the needs of the child are not being wholly met, then a further meeting with the class teacher, SENCO and head teacher is arranged. A new IEP is written including individual lessons within the school using suitable resources and extra time and support where needed. The pupil’s support teacher within the setting will have to liaise closely with the class teacher, head teacher and SENCO. It is possible for a child to move straight to Stage 3 and the school can make arrangements to meet their needs from within its own resources.

Stage 4

Foundation Stage – EYFS

The child’s need is significantly greater than his/her peers and the school requests that the LEA makes a formal assessment. This is a decision making stage and the child will continue to receive support as detailed in Stage 3. Evidence is collected and the SENCO will submit

all relevant information (IEPs) and examples of work to the LEA. Parents are informed of their child's progress throughout each stage.

School

The child's need is significantly greater than his/her peers. The head teacher and SENCO discusses with the parents the possible need for a formal assessment with the relevant specialist, this can be through the LEA. During this time the child will continue to receive support as detailed in Stage 3. All relevant information, IEPs and examples of work are passed on to the relevant specialists.

Stage 5

Foundation Stage – EYFS

The child receives a statement of Educational Health Care Plan, detailing his or her entitlement to extra resources. This may involve the appointment of a pupil support assistant (PSP). Targets are also included in the statement. The statement is then reviewed annually at a meeting to which the parents and professionals are invited. The statement will then be discussed and the child's progress evaluated. A decision will be made to maintain, cease or modify the statement.

School

Following the report the SENCO takes guidance and writes out a teaching plan to run alongside the specialists report. Included in the report are targets to be met. The child's progress is recorded each term, or sooner if required. An annual review with the specialist, parents and teachers is set up; the child's progress discussed. A decision will be made to maintain, cease or modify the statement.

Roles and responsibilities

The class teacher

1. Ensure that each child has access to the EYFS or school curriculum and other provisions appropriate to their age.
2. Consult with the SENCO; identify those pupils with SEN using a range of assessment strategies.
3. Write IEPs along with the SENCO
4. Attend a meeting once a term to discuss all pupils in the class especially those with SEN
5. Inform the parents sensitively if their child has SEN and discuss their steps, which are being taken.
6. Ensure all work is marked appropriately and the children are aware of their targets.
7. Ensure all records are kept up to date for children with SEN
8. Have the appropriate resources to hand and inform the SENCO of any short falls.
9. Follow the agreed guidelines for the teaching of pupils with SEN.
10. Will set appropriate homework where needed. Encourage parents to support their children with the tasks set e.g. reading or phonics
11. Supervise the work of assistants and ensure they fully understand the learning objectives of any task.
12. Liaise with learning support staff to continue programmes of work.

The SENCO

1. Provide leadership and direction by demonstrating good practice and maintaining efficient systems.
2. Secure high standards of SEN pupils by monitoring and evaluating the teaching and learning and by gathering information from other resources.
3. To liaise with teacher, parent and other professionals.
4. Support, guide and motivate other staff to ensure all SEN pupils are taught well.
5. Meet with teaching staff once a term to discuss all pupils in their class and particularly those with SEN.
6. Maintain efficient record systems and all paper work relating to pupils with SEN.

7. Carry out all administrative tasks associated with SEN to maintain confidentiality.
8. Purchase books and other resources
9. Maintain professional knowledge and understanding in the field of SEN.
10. Write the IEPs in conjunction with class teachers.
11. Review policy, procedures and guidance in order to promote high standards
12. Report to Head teacher on standards and progress achieved by SEN pupils, the work of external agencies and calendar dates for review meetings.
13. Liaise with the LEA for nursery and reception children
14. Liaise with appropriate professionals for school children (5years +)

The head teacher

1. Support the SENCO and class teachers
2. Make available the appropriate resources
3. Monitor and evaluate the standards achieved
4. Guidance where needed, especially at Stage 3.

The parents

1. Support their children's work by ensuring they carry out homework tasks.
2. Discuss with teachers any concerns they may have regarding their child's progress.
3. Attend parent's consultation evenings and review an annual report on their child's progress
4. Attend Stage 3 (Foundation Stage) or Stage 4 (School)

May 2021



Notification to OFSTED

In accordance with current regulations we must inform OFSTED within 14 days if any of the following were to occur

- Any allegation of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken place in respect of these allegations. These allegations must also be referred to the child protection agency (usually the local children's services or the police)
- Any change in the facilities to be used for care that may affect the space and level of care available to the children.
- Any serious accident or injury to, or serious illness of, or the death of, any child whilst in their care, and act on any advice given.
- Any food poisoning affecting two or more children looked after on the premises.
- Any child was thought to be suffering from a notifiable disease identified as such in the Public Health (Infectious Diseases) Regulations 1988. Providers should act on any advice given by the Health Protection Agency and notify OFSTED of any action taken.
- Any change of provider or person with direct responsibility for early years provision
- Any proposal to change the hours during which childcare is provided which will entail the provision of overnight care
- Any change to the premises from which childcare is provided which may affect the space available to children and the quality of childcare available to them
- Any change in the provider's name and address
- Any change in the name or registered number of a company, or any change in the name or registration number of a charity
- Any change in the address of premises on which childcare is provided
- Any criminal offence committed by the registered provider after the time of registration
- Any significant changes or events relating to the premises on which childcare is provided, these include: structural alterations or an extension, something which adversely affects the smooth running of the provision over a sustained period of time, changes to the outside of the premises such as adding a pond or taking down fencing.

December 2021



Hygiene Policy

Legislation that informs this policy:

Food Hygiene Legislation

Childcare Act 2006

OFSTED National Standards

Health Protection Agency

The aim of this policy is to ensure the nursery/school is a clean and hygienic environment in which children can be healthy and thrive.

We aim to do this by:

- Keeping up to date with the latest recommendations for hygiene practices
- Ensuring all staff are aware of the policy
- Role modelling hygienic procedures to the children
- Employing cleaning rotas to ensure all equipment/resources are cleaned periodically
- Maintaining a daily check book to record checks made, observations and actions raised

Personal Hygiene

Children must be encouraged to wash their hands before eating, after using the toilet and after playing in the sand/messy area. Soap and paper towels must be available at all times. Tissues should be available for children to wipe their noses and children should be taught to throw them in the bin when used and wash their hands after use. In the Early Years we have a snuffle station – this is for children to use independently when they need to blow their nose, children use a tissue, dispose of it in the bin, then sanitise their hands. We ask parents/carers to reinforce this at home. A catch it, bin it, kill it poster should be displayed in each room. As we continue with Covid precautions, hand sanitiser is in each room and children use this as they enter in the morning and after each playtime.

Staff must ensure they role model good personal hygiene by washing their hands before preparing snack and serving lunches and after using the toilets. Staff should also wash their hands after wiping children's noses, changing nappies and giving any first aid treatment. For the correct method of washing hands refer to the guidance in "Safer Food Better Business."

Environment

Cleaning rotas have been devised to ensure the toys and resources in the Early Years are clean and suitable for purpose. When cleaning staff must use appropriate equipment – brushes, mops and buckets should be labelled for their area of use i.e. toilets. When cleaning cloths must be used for designated areas only to avoid cross contamination. All staff should ensure their room is tidy before leaving for the evening.

Bathroom Facilities

The bathrooms must be checked at regular intervals before children enter, snack times, lunch times and at the end of each day.

When children use the bathrooms they should be encouraged to flush and wash their hands. If children are using potties they must be cleaned thoroughly after each use. Staff must wear disposable aprons and gloves when dealing with any bodily fluids.

When changing nappies, staff should wear aprons and gloves. The changing mat must be cleaned and wiped with anti-bac before and after each use. Any soiled clothes/linen should be placed in the washing bag to be washed at the earliest convenience. When age/stage appropriate children should be sent to wash their hands after each nappy use.

The nappy rota ensures nappies are checked at regular intervals, but staff must change nappies as and when is necessary. If a child is running low on nappies and/or wipes parents must be informed in plenty of time to allow them to replenish their supply, not when they have only two left. Nappies must be placed in the nappy bin and emptied each day.

Bedding

Each child who has a sleep is allocated their own bedding bag which has clean linen in at the start of each week. This linen is then only used for that child. The bedding is washed at the end of the week or sooner if necessary. We have spare bedding should any child want to have a sleep and this will be washed after every use.

Bottles/Dummies

Dummies are kept in a labelled storage pot to prevent cross contamination.

Illness

The nursery /school have a policy that any child with sickness and/or diarrhoea must stay at home until they have been clear for 48 hours. For other illnesses we refer to current guidelines set out by the H.P.A. We ask that parents use common sense when deciding to send a child to nursery/school who the feel is “under the weather”. If they are unable to join in normal school activities i.e. outdoor play they should not be in school.

We must act in the interests of the majority of the children and cannot accept a sick child who may cause others to become ill.

We ask parents to continually reinforce good hygiene at home – covering mouths when coughing, using tissues to wipe their noses, washing hands when necessary- to reduce the risk of spreading infection. If you feel your child is not well enough to participate in all activities they should not be in the setting.

October 2022



Food and Drink Policy

Legislation that informs this policy
Food Hygiene Legislation
Childcare Act 2006
OFSTED National Standards
Safer Food Better Business (SFBB)

All food served in the nursery and school is vegetarian (we do serve fish) and prepared daily on the premises. Staff follow “Safer Food Better Business” guidelines in all aspects of food storage, preparation and hygiene. Children are encouraged to be independent and feed themselves.

Typical snack/lunch timetable:

EARLY YEARS	KEY STAGE 1 & 2
8:00 -8:20am Breakfast	8 – 8:20am Breakfast
10am Morning Snack	10:30am Playtime snack from home
12pm Lunch	12pm Lunch
2:30pm Snack	2:45pm Playtime snack from home
4:15pm After School Care snack	4:15pm After school Club snack

Drinks

Drinking water is available to the children throughout the day. The Eco-Committee encourage all the children to bring a water bottle to school to refill during the day.

Children are offered drinks at snack and lunchtimes. Children in the Early Years are offered milk or water.

Meals and Snacks

Food is ordered on a weekly/monthly basis (dried goods) by kitchen staff and purchased from local supermarkets. Menus are planned and prepared to ensure they contain a balanced meal of carbohydrates, proteins and vegetables. Children are encouraged to feed themselves although staff are on hand should assistance be required. Should a child miss a meal because they are absent (i.e. doctor’s appointment) or sleeping, one will be saved for them or if necessary something prepared when they arrive/wake. Should a child refuse to eat at lunchtime, they will be offered something later and parents informed. Fresh fruit and vegetables are available daily.

Weekly menus are displayed in the nursery and entrance corridor and parents will be informed if their children have not eaten. For children in the nursery, daily diaries are kept which will state how well your child ate throughout the day.

Parents & Carers

It is imperative that we are fully informed of your child’s dietary requirements when you complete the enrolment form, all staff must be aware of your child’s needs.

We are able to cater for individual needs and dietary requirements but we cannot accept/distribute home cooked food. Children are not to bring food or drink to nursery unless under doctor’s orders. Children in the school may bring something for morning and afternoon snack.

Should you have any queries or comments about menus or your child’s eating habits at nursery speak to a member of staff.

Hygiene

Children are taught to wash their hands before eating and staff will role model this by washing their hands at snack time. Staff will ensure tables are cleaned with anti-bacterial spray before children sit down and use gloves, tongs or spoons to serve snacks/lunches.

We encourage children to set the tables and to place used napkins, food debris etc in the bin when finished. Staff will ensure all food waste is placed in a bin bag and disposed of in the large outdoor bin.

Golden Apple Award

We are participating in the Golden Apple Award. The initiative is aimed at providing children with healthy snacks and meals and encouraging them to look after their teeth and wash their hands at appropriate times. We are extremely proud of our Gold Award and would ask parents to support this by not sending sweets, chocolate or crisps into the nursery.



Prestwich Preparatory School

Educational Visits

School/nursery trips can offer a very beneficial contribution to learning. Any educational visits must be planned carefully with the interest and safety of the children in mind.

When planning a trip it is always good practise for the trip organiser to visit the destination beforehand to look at the facilities and if possible obtain a pre prepare risk assessment or look at the factors that may need to be considered in a risk assessment.

When preparing a risk assessment trip organisers should look at real risks not ones that are ‘trivial and fanciful’ (HSE). Risks and precautions should be noted. The type or destination of the trip may impact on the staff ratio and this must be considered carefully. Staff running school trips should clearly communicate information about the planned activities to colleagues and pupils. This should include what the precautions are and why they are necessary so people are focussed on important issues.

Parental consent must be sought before children are taken on a trip and any costs made clear. Travelling to and from school/nursery and the risk and cost of the alternative forms of transport must be considered. If using private hire transport they must make sure they are fitted with seatbelts and all insurance details are correct. If public transport is to be used staff ratios need to be considered with regard to everybody not being able to sit together.

The trip organiser must ensure that all medical and emergency details of the children and adults on the trip are known to them and anyone else that needs to know. They must have a first aid kit and supplies e.g. tissues, wet wipes, rubbish bags as necessary.

This policy is informed by School Trips & Outdoor Learning Activities (HSE).

March 2021



Friesner Education – Prestwich Preparatory School

Procedure for taking children outside

Before taking children outside to play the area must be checked thoroughly to ensure it is safe and any risk to the children is minimal.

All areas must be checked for:

1. People (Park Only)

If the area is being used by other members of the public it may not be safe for the children e.g. people riding horses/bikes. If this is so, the playground will have to be used.

2. Litter

Any litter in the designated area should be removed (using the gripper or by hand using a plastic disposable glove) placed in a bag and thrown in the school bin.

3. Broken glass/debris

If possible any broken glass/debris should be removed carefully with a gripper or by hand using suitable gloves i.e. large branches. If the debris is too large or hazardous to be removed it must be reported to the office and/or the Head Teacher who will deal with it appropriately.

4. In the Park

The area designated for play should be cordoned off using markers/cones and children taught must remain inside the area.

5. In the Playground

Staff should ensure all three gates are securely locked before the children are allowed to enter the playground. If the playground is being used by other pupils an area can be designated using markers/cones.

6. Escorting the Children Outside

Children should be dressed appropriately for the weather. Children must be counted against the daily register before leaving the building. One member of staff should be at the front of the line and one at the back to ensure children can be seen at all times.

1. Damages

Any damage to the fences and/or gates should be reported immediately to the Head Teacher.

Escorting children outside

Before taking the children outside ensure:

1. The areas have all been checked.
2. Children have visited the bathroom.
3. Children are dressed appropriately.
4. Children have been counted (registers taken).
5. All staff are present, ready and aware of their role.



FRIESNER EDUCATION

Health and Safety Policy

GENERAL

Prestwich Preparatory School has been established for over 20 years in the former St. Margaret's School premises belonging to Bury MBC with access to the adjacent Heaton Park. This is a Victorian building in the main adapted where possible for modern use.

RESPONSIBILITIES

Overall responsibilities for all aspects of running the sites reside with the proprietor Miss P Shiels. Responsibility is delegated on a day to day basis to class teachers, nursery staff, playground staff and ancillary staff whose duty is to maintain HS standards and report to management all incidents or situations of concern, including unsafe equipment, child health and security alerts.

ACCIDENTS AND INCIDENTS

If there is a serious incident the area should be made safe and emergency services contacted if necessary. Staff should follow procedures for first aid, fire evacuation, sick child policy as appropriate. For a list of staff First Aid trained, see First Aid policy.

Miss Marshall is the Appointed Person for First Aid in the Workplace.

MONITORING AND REVIEWING

1. Daily external and internal inspection of premises before start of working day.
2. Daily monitoring of catering and sanitation.
3. Issue of HS check sheet to all staff.
4. Immediate review of policy on basis of any incident.

TRAINING

1. New staff introduced to HS checklist.
2. Catering staff trained for Health and Hygiene certificate.
3. One member of staff with current First Aid at Work certificate.
4. Other members of staff trained in child health issues.

OFF SITE VISITS

When visiting the adjoining park adequate supervision levels are maintained. Staff are to follow procedures for taking children into the park. All off-site visits should be assessed on an individual basis and taking into account the children's age and developmental stage. Many establishments now provide their own guidance for school visits, these should be checked thoroughly by the member of staff in charge of the trip and annotated as necessary.

CONTRACTORS

Contractors have to date been a one or two man operation outside school hours or in a cordoned area during school time.



HEALTH & SAFETY – Risk Assessment & Schedule (Excl. Fire)

HAZARD	FOR WHOM	EXISTING CONTROLS	SUBSEQUENT ACTION/NOTES
CHEMICAL SUBSTANCES			CONSTANT VIGILANCE ROUTINE
Cleaning Materials	Children	Check locations Kept in closed kitchen cupl and/or out of reach. Vigilance in usage	
	Employees	Brief trainees on usage. Assign to key workers	
Decorating Materials	Children	Check locations	
BIOLOGICAL SUBSTANCES			
Soiled Nappies	Employees	Assess Disposal Use special bags and gloves	
Food Waste	All	Assess Disposal Regular Removal	
ELECTRICAL EQUIPMENT			DAILY CHECKING ROUTINE
Sockets, switches and wiring	Children	Assess checking routine. All faults Reported to P.S immediately. Socket covers in operation	
	Employees	Instruct trainees to check and report	
Household Appliances	Children	Assess location and usage. Out of reach or manned by staff	
	Employees	Assess users Key workers only	
Computers, TV, Audio	Children	Assess location of power points and Mountings. Check shelf stability and Wiring	
	Employees	Assess Usage Instruct trainees usage	
Fan Heaters	All	Assess usage Limit to minimum Check locations and clearances	
HEAVY ITEMS AND SPECIAL EQUIPMENT			
Gardening Tools	All	Assess Usage Key works only OR Small items for children under Supervision	
Ladders	All	Assess Usage and storage Safe location Trainees instructed in use	
OUTDOOR HAZARDS			
Play Area/Park	Children	Assess checking Daily checking for hazards and/or before usage	
Building	All	Assess Checking Visual Inspection on daily basis by staff. Faults rectified by specialists. Safety materials used on surfaces	
GENERAL			
Vandalism	All	Checked daily, maintain good housekeeping security	
Furniture	All	Assess Checking Removed and repaired on weekly basis	March 2021



FIRE RISK ASSESSMENT

HAZARD/FEATURE	PERSONS AT RISK	EXISTING CONTROLS	FURTHER ACTION
Kitchens and Cooking	All for 3 hours per day Monday - Friday	No frying. Appliances regularly cleaned and serviced. Fire extinguishers and blankets regularly serviced	Maintain servicing
Boilers and Boiler Rooms	All	Checked regularly and serviced annually. Structured to regulations. Fire appliances regularly serviced	Maintain servicing Check modification updates
Flammable Materials Wood Paper and Paint And Spare Furniture	All	Minimal supplies kept in store away from sources of ignition. Waste material removed immediately to external waste container. Waste paper etc removed to recycling	Maintain tidy stores and waste removal In process of storing details on hard drive to reduce paperwork stored
Peripheral electrical appliances. (Heaters, computer equipment, Copiers and media units)	All	All auxiliary heaters of convector or fan type with no exposed elements. All leads and plugs and appliances checked regularly for wear or overheating. Annual PAT testing.	Maintain servicing and inspection schedule
Wiring and Structure of Buildings	All (but minimal risk as premises unoccupied at night)	Site (1) reduction of electrical load in 1996. No structural modifications. Electrical testing.	Maintain regular maintenance and updates
Arson	All (minimal risk)	Premises protected by dummy CCTV plus security grills and doors	Maintain vigilance and add updates

Site (1). Fire detection is manual with call points located by each main exit and two smoke detectors in the hall. These call points are tested on a weekly basis (one per week) and tests noted in fire record folders. Fire drills are scheduled and logged at least once a term using evacuation procedure specified in each room indicating the designated exit. This is a single storey premises housing up to 120 (staff and children) during the daylight hours only. All exit routes are checked for clearance by the headteacher or deputy on a daily basis and noted weekly in the fire records. The school operates a no smoking policy within its boundaries and no science experiments use naked flames.

We also have an evacuation cot to assist in the removal of babies from the building into the playground assembly point in case of fire or emergency. Fire drills are practised and logged once a term.

The kitchen is checked by the cook after their shifts to ensure all appliances are switched off. Another visual check is made by the person in charge before leaving the building in the evening.

Gas boiler fitted in October by AMellor Plumbing & Heating and signed off 10th October 2019. Serviced by TPS annually.

Fuel tank removed by Crown Oil 15th October 2020.

Summary

It is school policy that in the event of a fire the priority is to evacuate the building – do not attempt to fight fire unless it is blocking an escape route.

The school has had no fire incidents in the history of the current management and any site modifications have been scrutinised and approved by the local Fire Officer as and when they have been instigated.

This risk assessment is to be updated annually unless otherwise required as a result of a new/different hazard presenting itself.

Responsible Person: Miss P. Shiels

Fire Marshall: Miss R. Foster

May 2021



Evacuation Procedure on Hearing the Fire Alarm

On hearing the fire alarm children must line up and make their way into the playground accompanied by their teacher. The last person to leave the classroom must ensure the door is closed.

Once in the playground teachers must check registers and inform the Head if anyone is missing.

The teacher in charge checks all the rooms have been vacated before following the children and other members of staff.

In cases of fire drills or false alarms children and staff return to the school after the registers have been taken.

In case of fire, children and staff remain in the playground and parents are contacted to collect their child. Parent contact details are on the school mobile and in registers.

May 2022



Mobile Phone and Social Networking Policy

We believe our staff should be completely attentive during their hours of working to ensure all children in the school receive good quality care and education. This is why mobile phones are not be used during working hours – this is also a safeguarding issue.

We also feel that restrictions need to be placed on staff when they access social networking sites. The school/nursery has a high reputation to upkeep and comments made on social media sites/online platforms could have an impact on how parents using the school view the staff. In order to maintain professional standards staff should not correspond with parents/carers using social networking sites.

Staff must adhere to the following:

- Mobile phones/Smart watches (internet/phone connection) are not to be turned on during your working hours
- Cameras of any nature including smartphones, iPads, mobiles are never to be used in the building or in the vicinity of any children
- Only the allocated camera/tablet which is the property of the school and nursery is permitted to take pictures of the children on and off site i.e. in the playground, educational trips.
- Mobile phones can only be used on a designated break and then this must never be in the vicinity of any children
- Mobile phones should be stored safely away from all children and inaccessible at all times during the hours of your working day
- During outings, staff will use mobile phones belonging to school/nursery wherever possible No photographs should be taken of the children on any phones, either personal or school owned
- Staff must not post anything onto social networking sites that could be construed to have any impact on the school/nursery reputation
- Staff should be aware that any comments made on social networking sites are subject to libel and are against confidentiality policy
- Staff must not post anything onto social networking sites that would offend any other member of staff or parent using the school/nursery
- If staff choose to allow parents to view their page on social networking sites then this relationship must remain professional at all times. Best practise is not to give access and ensure privacy settings are used
- If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal

Parents and visitors use of mobile phones

- The school/nursery operates its own mobile usage policy in relation to staff and visitors to the premises. Whilst we recognise that there may be an emergency situation which necessitate the use of a mobile telephone, in order to ensure the safety and welfare of children in our care, parents and visitors are also kindly asked to refrain from using their mobile telephones whilst in school/nursery when collecting or dropping off their children.



Prestwich Preparatory School

Exclusions Policy

At Prestwich Preparatory School we expect children to behave in a courteous and respectful manner towards one another and follow the school rules. Children who break the school rules will be subject to the sanction is set out in our behaviour policy. We would expect the full support of parents in dealing with unacceptable behaviour and would want to work co-operatively with parents and pupils to overcome any issues. However, if pupils continue to ignore or break school rules exclusion may have to be considered. If however an occasion or incident of such a serious incident was to arise that it was felt that it would be detrimental for the child(ren) to continue to attend the school they may be excluded for a temporary or permanent basis. Such incidents would include:

- Repeated bullying on or off the school premises
- Deliberate vandalism of school property
- Any violent attacks (verbally or physically) on a member of staff or pupil
- Any serious behaviour issues that cannot be resolved with the support of parents and sanctions as set out in the behaviour policy

The decision to exclude a child will not be taken lightly and will only occur after a thorough investigation of the incident and no other solutions can be found.

Number of exclusions in the last 12 months – 0

March 2021



Prestwich Preparatory School

COMPLAINTS PROCEDURE

1. The nursery/school has always had an open door policy with respect to complaints. All complaints will be confidential. Parents with a grievance contact a senior member of staff who investigates the complaint and reports back (usually verbally) to the parent on the findings and subsequent actions taken. This process usually normally lasts less than a week.
2. In accordance with recent legislation, a parent still dissatisfied after Stage 1 can state their complaint in writing and request the convening of a formal complaints panel within two weeks of the written complaint. The panel will consist of two senior members of staff plus an independent nominee of the school. Parents may, if they wish, be accompanied when attending the panel. The proceedings of the formal hearing will be issued in writing and will be taken into consideration in any subsequent discussion between the management of the school and the parent with respect to the written contract between them. A copy of the findings will be given to the parent concerned and a copy kept in the school office.
3. Parents not satisfied with the outcome of Stage 2 may take their complaint to OFSTED.

Applications, Regulatory and Contact (ARC) Team
Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

Parents/Carers may also contact the Proprietor
Miss Patricia Shiels
400 Bury Old Road
Prestwich
Manchester
M25 1PZ
Tel: 0161 773 1223

Number of complaints in the last 12 months – 1 (PPS)



FRIESNER EDUCATION

Smoking, Drugs & Alcohol Use

Under no circumstances are any of the above accepted on the premises indoors or outside area. It is our policy that no member of staff, parents/carers or visitors are allowed to use any of the above whilst in the school building or grounds so we can promote the good health of the children and ensure that children are in a smoke-free environment.

If any members of staff are found using any of the above within the school then it will be brought to the attention of the Head Teacher who will take immediate action which can be dismissal. If any members of staff see parents/carers or visitors entering the school whilst smoking etc they will be asked to refrain. If they refuse they will be asked to leave immediately. The Head Teacher will be informed in all cases.

March 2022



FRIESNER EDUCATION

Data Collection Policy

Prestwich Preparatory School needs to keep certain information about our employees, pupils and other users to allow us, for example, to monitor performance, achievement and health and safety.

To comply with the law, information must be collected and used fairly, stored safely and not disclosed to any other person unlawfully. To do this we must comply with the Data Protection Principles which are set out in the Data Protection Act 1998.

In summary these principles state that personal data shall:

- i. Be obtained and process fairly and lawfully.
- ii. Be obtained for a specified and lawful purpose and shall not be processed in any manner incompatible with that purpose.
- iii. Be adequate, relevant and not excessive for that purpose.
- iv. Be accurate and kept up to date.
- v. Not be kept for longer than is necessary for that purpose.
- vi. Be processed in accordance with the data subject's rights.
- vii. Be kept safe from unauthorised access, accidental loss or destruction.

All staff who process or use personal information must ensure that they follow these principles at all times. In order to ensure that this happens, the school/nursery has developed this Data Protection Policy. This policy does not form part of the contract of employment for staff, but it is a condition of employment that employees will abide by the rules and policies made by the school/nursery from time to time. Any failures to follow the policy can therefore result in disciplinary proceedings.

The Data Controller and the Designated Data Controllers

The school, as a body, is the Data Controller under the 1998 Act, and the Head Teacher is therefore ultimately responsible for implementation. However, the Designated Data Controllers will deal with day to day matters.

The school has identified its Designated Data Controllers as:

The Head Teacher, Deputy Head Teacher, Administration Staff.

Any member of staff, parent or other individual who considers that the Policy has not been followed in respect of personal data about himself or herself or their child should raise the matter with the Head Teacher in the first instance.

Responsibilities of Staff

All staff are responsible for:

- i. Checking that any information that they provide to the school in connection with their employment is accurate and up to date.
- ii. Informing the school of any changes to information that they have provided e.g. change of address, either at the time of appointment or subsequently. The school cannot be held responsible for any errors unless the staff member has informed the school of such changes.
- iii. Handling all personal data (e.g. pupil attainment data) with reference to this policy.

Data Security

All staff are responsible for ensuring that:

- i. Any personal data that they hold is kept securely.
- ii. Personal information is not disclosed either orally or in writing or via web pages or by any other means, accidentally or otherwise, to any unauthorised third party.

Staff should note that unauthorised disclosure will usually be a disciplinary matter, and may be considered gross misconduct in some cases.

Personal information should:

- i. Be kept in a filing cabinet, drawer, or safe in a secure office, or:
- ii. If it is computerised, be password protected both on a local hard drive and on a network drive that is regularly backed up; and

- iii. If a copy is kept on a USB memory key or other removable storage media, that media must itself be password protected and/or kept in a filing cabinet, drawer, or safe.

Rights to Access Information

All staff, parents and other users are entitled to:

- i. Know what information the school holds and processes about them or their child and why.
- ii. Know how to gain access to it.
- iii. Know how to keep it up to date.
- iv. Know what the school is doing to comply with its obligations under the 1998 Act.

The school will, upon request, provide all staff and parents and other relevant users with a statement regarding the personal data held about them. This will state all the types of data the school holds and processes about them and the reasons for which they are processed.

All staff, parents and other users have a right under the 1998 Act to access certain personal data being kept about them or their child either on computer or in certain files. Any person who wishes to exercise this right should make a request in writing and submit it to the Head Teacher. The school will ask to see evidence of your identity, such as your passport or driving license, before disclosure of information. The school may make a charge on each occasion that access is requested in order to meet the costs of providing details of the information held.

The school aims to comply with request for access to personal information as quickly as possible, but will ensure that it is provided within 40 days, as required by the 1998 Act.

Retention of Data

The school has a duty to retain some staff and pupil personal data for a period of time following their departure from the school, mainly for legal reasons, but also for other purposes such as being able to provide references. Different categories of data will be retained for different periods of time.

Monitoring and Evaluation

This is ongoing; where clarifications or actions are needed the Policy will be amended at its next review.

April 2022



This policy applies to all employees. Other individuals performing functions in relation to the organisation, such as agency workers and contractors, should have access to it.

It is important to the school that any fraud, misconduct or wrongdoing by employees of the school is reported and dealt with. The Head Teacher will, therefore, respond to all individuals who raise any genuine concerns that they may have about the conduct of others in the school **which are in the public interest**. This policy sets out the way in which individuals may raise any concerns that they have and how those concerns are dealt with.

1.1 Friesner Education expects the highest standards of conduct from all employees and will treat seriously any concern raised about illegal or improper conduct.

1.2 Any individual covered by this policy will be expected, through agreed procedures and without fear of recrimination, to bring to the Head Teacher (or Deputy Head Teacher) any serious impropriety or breach of procedure.

1.3 Employees who do not follow the steps identified in this procedure or other agreed internal procedures, and take their concerns to other outside sources (e.g. the press), may be subject to a formal disciplinary investigation.

Background

2. The law provides protection for employees who raise legitimate concerns about specified matters. These are called ‘qualifying disclosures’. A qualifying disclosure is one made in the public interest by the employee who has reasonable belief that:

- A criminal offence
- A miscarriage of justice
- An act creating risk to health and safety
- An act causing damage to the environment
- Corruptly receiving any gift or advantage, thus failing to comply with the Bribery Act 2010
- Allowing private interests to override the interests of the school/nursery
- A breach of any legal obligation; or
- Concealment of any of the above

is being, has been, or is likely to be committed. It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be committed – a reasonable belief is sufficient. The employee has no responsibility for investigating the matter; it is the school’s responsibility to ensure that an investigation takes place.

2.1 Where the concerns are about **safeguarding children or young people**, the school’s Designated Senior Person for Child Protection should be notified (see 7 below).

2.2 It is a procedure in which the Head Teacher or Deputy Head will be expected to act swiftly and constructively in the investigation of any concerns in accordance with the school’s disciplinary procedure.

2.3 Concern about a colleague’s professional capability should **not** be dealt with using this procedure (but see section 7 below).

When Should It Be Used?

3. This procedure is for disclosures about matters other than a breach of an employee’s own contract of employment. If an employee is concerned that his/her own contract has been, or is likely to be, broken he/she should use the school’s Grievance procedures.

Where a disclosure is merely an expression of opinion that fails to show that a legal obligation has been or is likely to be breached, it **cannot** amount to a protected or qualifying disclosure for the purposes of the whistle blowing legislation.

3.1 So this procedure is not designed to replace or be used as an alternative to the grievance procedure, which should be used where an employee is only aggrieved about his/her own situation. Nor should this policy apply where the employee simply disagrees with the way the school is run.

3.2 Employees must have reasonable grounds for believing the information they have is accurate and not just idle gossip or rumour.

3.3 An employee who makes such a protected disclosure has the right not to be dismissed, subject to any other detriment, or victimised, because he/she has made a disclosure, provided it has not been made maliciously. Any employee who uses this procedure will not be penalised for doing so. The employer will not tolerate harassment and/or victimisation of any employee raising concerns.

3.4 An employee who is not sure whether the conduct he/she is concerned about does constitute illegal or improper conduct or is unsure about how to proceed may contact the Head Teacher or Deputy Head.

Principles

4. Any matter raised under this procedure will be investigated thoroughly, promptly and confidentially, and the outcome of the investigation reported back to the employee who raised the issue.

4.1 No employee will be victimised for raising a matter under this procedure. This means that the continued employment and opportunities for future promotion or training of the employee will not be prejudiced because he/she has raised a legitimate concern.

4.2 Victimisation of a worker for raising a qualified disclosure will be a disciplinary offence.

4.3 If misconduct is discovered as a result of any investigation under this procedure the matter will be considered under the disciplinary procedure, in addition to any appropriate external measures.

4.4 Maliciously making a false allegation is a disciplinary offence.

4.5 An instruction to cover up wrongdoing is in itself a disciplinary offence. If told not to raise or pursue any concern, even by a person of authority, employees should not agree to remain silent.

Procedure

5. In the first instance, unless the employee reasonably believes his/her Head Teacher to be involved in any wrongdoing, any concerns should be raised with the employee's Head Teacher. If he/she believes the Head Teacher to be involved, then the employee should proceed straight to stage 2 (see below 5.2)

5.1 The Head Teacher will arrange an investigation into the matter. The investigation may involve the employee and others involved giving written statements. Any investigation will be carried out in accordance with the principles set out above. The employee's statement will be taken into account and he/she will be asked to comment on any additional evidence obtained.

Employees who want to use the procedure but feel uneasy about it may wish to consult their professional association/trade union initially and bring a colleague or professional association/trade union representative along to any discussions, so long as the third party is not involved in the issue.

Where anonymity is requested efforts will be made to meet the request where appropriate but that might not always be possible. The earlier and more open the expression of concern the easier it will be to take appropriate action.

5.2 After investigation the Head Teacher who carried out the investigation will take the necessary action, including reporting the matter to any appropriate department or regulatory agency. If disciplinary action is required this will be taken forward by the Head Teacher. On conclusion of any investigation the employee will be told the outcome of the investigation and what the next steps will be. If no action is to be taken the reason for this will be explained.

If the employee is concerned that his/her Head Teacher is involved in the wrongdoing, has failed to make a proper investigation or has failed to report the outcome of the investigation, he/she should inform the Deputy Head Teacher. Employees who feel unable to follow this route, for whatever reason, have the option of contacting one of the following:

- HM Revenue and Customs
- The Financial Services Authority
- The Office of Fair Trading
- The Health and Safety Executive
- The Environment Agency
- The Director of Public Prosecutions
- The Serious Fraud Office
- The Education Funding Agency
- The Department for Education
- The National College for Teaching and Leadership

What Should Be Done If An Issue Is Raised With A Member Of Staff?

6. If a member of staff, other than the Head Teacher, is approached by a colleague on a matter of concern as defined in this document, he/she is advised to take the matter to the Head Teacher (but see 5).

Safeguarding Children and Young People

7. All employees have a duty to report concerns about the safety and welfare of pupils/students.

7.1 Concerns about any of the following should be reported to the Designated Person for Child Protection (DP):

- Physical abuse of a pupil/student
- Sexual abuse of a pupil/student
- Emotional abuse of a pupil/student
- Neglect of a pupil/student
- An intimate or improper relationship between an adult and a pupil/student

The school's DP is Miss Shiels.

7.2 The reason for the concern may be the actions of a colleague (including a more senior colleague), another pupil/student or someone outside the school. Whatever the reason, concerns must be reported. Failure to report a Child Protection related allegation will be in itself, a disciplinary matter.

Law Relating to this Document

Employment Rights Act 1996

Public Interest Disclosures Act 1998

The legislation protecting individuals who makes a protected disclosure applies not only to employees, but also to any person who undertakes to do or perform personally (or otherwise) any work or service for the employer, regardless of the nature of the contractual relationship between them.

A Whistleblowing Policy should establish the procedure for an employee to follow if he/she has a genuine concern about a colleague's conduct or the organisation's practices. The Whistleblowing Policy should make clear what sort of allegations will count as a protected disclosure and should allow for the employee to raise these concerns with a nominated person and set out the steps that the employer will take in response.

A qualifying disclosure means any disclosure of information that in the reasonable belief of the worker is made in the public interest. The requirement that a whistleblower make a qualifying disclosure 'in good faith' has been removed. Therefore, while the employer can seek a declaration from the whistleblower that he or she is not knowingly making a false allegation, disciplinary action is likely to be appropriate only where there is clear evidence that the employee has misused the whistleblowing procedure. A consequence of the requirement that a disclosure be made in the public interest is that an employee will generally be precluded from being able to 'blow the whistle' about breaches of his or her employment contract.

Section 43J of the Employment Rights Act 1996 provides that a Settlement Agreement made between an employee and employer cannot prevent future protected disclosures.

Any confidentiality obligations in contracts of employment that would prevent an employee making protected disclosure will be void.

April 2022



Assessment Policy

Aims

This policy aims to:

- Purpose of assessments are clear
- To ensure timescales of assessment are clear
- To define roles within our assessment schedule
- To ensure assessment is used to improve teaching, learning practice and provision

The aims of assessment are:

- To demonstrate what pupils know, understand and can do
- To enable teachers to respond accurately to the learning needs of their pupils
- To aid teachers and pupils in setting targets
- To enable leaders to evaluate and continually improve on the quality of provision and practice for all pupils

Assessment Timescales

- Children entering the school are assessed using Ravens Matrices and a baseline assessment
- At the end of Key Stage 1 children have reading age assessed
- During Autumn Term of Year 6 children are given standardised tests – Ravens Matrices, Mills Hills Vocabulary and NGRT. The results of these assessments are forwarded to any potential receiving schools

During the school year children are assessed using both formative and summative assessments.

Formative assessment takes place daily through:

- Ongoing observations
- Marking of class and homework giving verbal and written feedback
- Class discussion – use of questions and answers
- Regular short re-cap quizzes
- Hearing children read

Summative assessment.

Teachers will use summative assessment to evaluate pupil learning at the end of each topic/term and the impact of their own teaching. This will help teachers in planning for subsequent teaching and learning. They will also be used to monitor the performance of pupil cohorts to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve expected attainment.

In school summative assessments include:

- End of year tests
- Short end of topic or unit tests
- Reviews for pupils with SEN/EHC

Pupils are involved in the assessment procedure

- Discussing areas of development
- Helping to set targets
- Completing review sheets

Once set individual targets are placed in the front of children's books ensuring they are visible to pupils. Teachers are also able to use these to remind children of targets and discuss progress towards them.

Parents are informed of children's progress and attainment through:

- Formal and informal discussion
- Annual written reports

Teachers should:

- Ensure assessments are consistent
- Report any concerns to leaders
- Use assessment information to plan subsequent teaching and learning in line with the needs of individual pupils

Leaders should:

- Monitor assessments to ensure they are consistent
- Advise teachers in maintaining standards and using results of assessments
- Evaluate assessment information to improve practice, provision and attainment

Information about individuals is restricted under Data Protection policy to:

- School staff on a 'need to know' basis
- Receiving schools
- Professionals who work with school for advisory purposes

February 2021



Privacy Notice

Privacy notice for parents/carers

Under data protection law, individuals have a right to be informed about how the school uses any personal data that we hold about them. We comply with this right by providing 'privacy notices' (sometimes called 'fair processing notices') to individuals where we are processing their personal data. This privacy notice explains how we collect, store and use personal data about **pupils**.

We, Prestwich Preparatory School are the 'data controller' for the purposes of data protection law. This means that the school determines the purposes for which, and the manner in which, any personal data relating to pupils and their families is to be processed.

Our data protection officer is Miss Foster. She can be contacted on 0161 773 1223 or friesner@prestwichprepschool.co.uk.

The personal data we hold:

Personal data that we may collect, use, store and share (when appropriate) about pupils includes, but is not restricted to:

- Contact details, contact preferences, date of birth, identification documents
- Results of internal assessments and externally set tests
- Pupil and curricular records
- Assessment information
- Information relating to SEND
- Characteristics, such as ethnic background or special educational needs
- Behaviour information including exclusion information
- Details of any medical conditions, including physical and mental health
- Attendance information
- Safeguarding information
- Details of any support received, including care packages, plans and support providers
- Photographs

We may also hold data about pupils that we have received from other organisations, including other schools, local authorities and the Department of Education.

Why we use this data:

We use this data to –

- Support pupil learning
- Monitor and report on pupil progress
- Provide appropriate pastoral care
- Protect pupil welfare
- Assess the quality of our services
- Administer admissions waiting lists
- Carry out research
- Comply with the law regarding data sharing

Our legal basis for using this data

We only collect and use pupils' personal data when the law allows us to. Most commonly, we process it where:

- We need to comply with a legal obligation
- We need it to perform an official task in the public interest

Less commonly, we may also process pupils' data in situations where:

- We have obtained consent to use it in a certain way
- We need to protect the individual's vital interests (or someone else's interests)

Where we have obtained consent to use pupil's personal data, this consent can be withdrawn at any time. We will make this clear when we ask for consent and explain how consent can be withdrawn.

Some of the reasons listed above for collecting and using pupils' personal data overlap, and there may be several grounds which justify our use of this data.

Collecting this information

While the majority of information we collect about pupils is mandatory, there is some information that can be provided voluntarily.

Whenever we seek to collect information from you or your child, we make it clear whether providing it is mandatory or optional. If it is mandatory, we will explain the possible consequences of not complying.

How we store this data

We keep personal information about pupils while they are attending our school. We may also keep it beyond their attendance at our school if this is necessary in order to comply with our legal obligations.

Data sharing

We do not share information about pupils with any third party without consent unless the law and our policies allow us to do so.

Where it is legally required, or necessary (and it complies with Data Protection Law) we may share personal information about pupils with:

- Our local authority – to meet our legal obligations to share certain information with it, such as safeguarding concerns and exclusion
- The Department for Education – to meet our legal obligations to share certain information with it
- The pupil's family and representatives
- Educators and examining bodies
- Ofsted
- Suppliers and service providers – to enable them to provide the service we have contracted them for
- Central and local government
- Our auditors
- Health and social welfare organisations
- Professional advisors and consultants
- Police forces, courts, tribunals
- Professional bodies

National Pupil Database

We are required to provide information about pupils to the Department for Education as part of statutory data collections such as the school census and the early years census.

Some of this information is then stored in the National Pupil Database (NPD) which is owned and managed by the Department for Education and provides evidence on school performance to inform research.

The database is held electronically so it can easily be turned into statistics. The information is securely collected from a range of sources including schools, local authorities and exam boards.

The Department for Education may share information from the NPD with other organisations which promote children's education or wellbeing in England. Such organisations must agree to strict terms and conditions about how they will use the data.

For more information, see the Department's webpage on how it collects and shares research data.

You can also contact the Department for Education with any further questions about the NPD.

Parents and pupils' rights regarding personal data

Individuals have a right to make a '**subject access request**' to gain access to personal information that school holds about them.

Parents/carers can make a request with respect to their child's data where the child is not considered mature enough to understand their rights over their own data (usually under the age of 12), or where the child has provided consent.

Parents also have the right to make a subject access request with respect to any personal data the school holds about them.

If you make a subject access request, and if we do hold information about you or your child, we will:

- Give you a description of it
- Tell you why we are holding and processing it, and how long we will keep it for
- Explain where we got it from, if not from you or your child
- Tell you who it has been, or will be, shared with
- Let you know whether any automated decision-making is being applied to the data, and any consequences of this
- Give you a copy of the information in an intelligible form

Individuals also have the right for their personal information to be transmitted electronically to another organisation in certain circumstances.

If you would like to make a request, please contact our data protection officer.

Parents/carers also have a legal right to access to their child's educational record. To request access, please contact Miss Shiels.

Other rights.

Under data protection law, individuals have certain rights regarding how their personal data is used and kept safe, including the right to:

- Object to the use of personal data if it would cause, or is causing, damage or distress
- Prevent it being used to send direct marketing
- Object to decisions being taken by automated means (by a computer or machine, rather than by a person)
- In certain circumstances, have inaccurate personal data corrected, deleted or destroyed, or restrict processing
- Claim compensation for damages caused by a breach of the data protection regulations

To exercise any of these rights, please contact our data protection officer.

Complaints

We take any complaints about our collection and use of personal information very seriously.

If you think that our collection or use of personal information is unfair, misleading or inappropriate, or have any other concern about our data processing, please raise this with us in the first instance.

To make a complaint, please contact our data protection officer: Miss Foster on 0161 773 1223 or at enquiries@prestwichprepschool.co.uk

Alternatively, you can make a complaint to the Information Commissioner's Office:

- Report a concern online at <https://ico.org.uk/concerns/>
- Call 0303 123 1113
- Or write to: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

Contact us

If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact our data protection officer via:

Miss Foster on 0161 773 1223 or enquiries@prestwichprepschool.co.uk

This notice is based on the Department for Education's model privacy notice for parents and pupils, amended to reflect the way we use data in this school.

Privacy notice for pupils

You have a legal right to be informed about how our school uses any personal information that we hold about you. To comply with this, we provide a 'privacy notice' to you where we are processing your personal data.

This privacy notice explains how we collect, store and use personal data about you.

We, Prestwich Preparatory School, are the 'data controller' for the purposes of data protection law.

Our data protection officer is Miss Foster.

The personal data we hold

We hold some personal information about you to make sure we can help you learn and look after you at school.

For the same reasons, we get information about you from some other places too – like other schools, the local council and the government.

This information includes (but is not limited to):

- Your contact details
- Your test results
- Your attendance records
- Your characteristics, like your ethnic background or any special educational needs
- Any medical conditions you have
- Details of any behaviour issues or exclusions
- Photographs

Why we use this data

We use this data to help run the school, including to:

- Get in touch with you or your parents when we need to
- Check how you are doing in exams and work out whether you or your teachers need any extra help
- Track how well the school as a whole is performing
- Look after your wellbeing

Our legal basis for using this data

We will only collect and use your information when the law allows us to. Most often, we will use your information where:

- We need to comply with the law
- We need to use it to carry out a task in the public interest (in order to provide you with an education)

Sometimes, we may also use your personal information where:

- You, or your parents/carers have given us permission to use it in a certain way
- We need to protect your interests (or someone else's interest)

Where we have got permission to use your data, you or your parents/carers may withdraw this at any time.

We will make this clear when we ask for permission and explain how to go about withdrawing consent.

Some of the reasons listed above for collecting and using your information overlap, and there may be several grounds which mean we can use your data.

Collecting this information

While in most cases you, or your parents/carers, must provide the personal information we need to collect, there are some occasions when you can choose whether or not to provide the data.

We will always tell you if it's optional. If you must provide the data, we will explain what might happen if you don't.

How we store this data

We will keep personal information about you while you are a pupil at this school. We may also keep it after you have left school, where we are required to by law.

Data sharing

We do not share personal information about you with anyone outside school without permission from you or your parents/carers, unless the law and our policies allow us to do so.

Where it is legally required, or necessary for another reason allowed under data protection law, we may share personal information about you with:

- Our local authority – to meet our legal duties to share certain information with it, such as concerns about pupil's safety and exclusions
- The Department for Education (a government department)
- Your family and representatives
- Educators and examining bodies
- Ofsted
- Suppliers and service providers – so that they can provide the services we have contracted them for
- Central and local government
- Our auditors
- Health authorities
- Health and social welfare organisations
- Professional advisors and consultants
- Police forces, courts, tribunals
- Professional bodies

National Pupil Database

We are required to provide information about you to the Department for Education (a government department) as part of data collections such as the school census.

Some of this information is then stored in the National Pupil Database, which is managed by the Department for Education and provides evidence on how schools are performing. This, in turn, supports research. The database is held electronically so it can easily be turned into statistics. The information it holds is collected securely from schools, local authorities, exam boards and others.

The Department for Education may share information from the database with other organisations which promote children's education or wellbeing in England. These organisations must agree to strict terms and conditions about how they will use your data.

You can find more information about this on the Department for Education's webpage on how it collects and shares research data.

You can also contact the Department for Education if you have any questions about the database.

Your rights

How to access personal information we hold about you

You can find out if we hold any personal information about you, and how we use it, by making a 'subject access request', as long as we judge that you can properly understand your rights and what they mean.

If we do hold information about you, we will:

- Give you a description of it
- Tell you why we are holding and using it, and how long we will keep it for
- Explain where we got it from, if not from you or your parents
- Tell you who it has been, or will be, shared with
- Let you know if we are using your data to make any automated decision (decisions being taken by a computer or machine, rather than by a person)
- Give you a copy of the information

You may also ask us to send your personal information to another organisation electronically in certain circumstances.

If you want to make a request please contact our data protection officer.

Your other rights over your data

You have other rights over how your personal data is used and kept safe, including the right to:

- Say that you don't want it to be used if this would cause, or is causing, harm or distress
- Stop it being used to send you marketing materials
- Say that you don't want it used to make automated decisions (decisions made by a computer or machine, rather than by a person)
- Have it corrected, deleted or destroyed if it is wrong, or restrict our use of it
- Claim compensation if the data protection rules are broken and this harms you in some way

Complaints

We take any complaints about how we collect and use your personal data very seriously, so please let us know if you think we've done something wrong.

You can make a complaint at any time by contacting our data protection officer.

You can also complain to the Information Commissioner's Office in one of the following ways:

- Report a concern online at <https://ico.org.uk/concerns/>
- Call 0303 123 1113
- Or write to: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

Contact us

If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact our data protection officer via:

- Miss Foster 0161 773 1223 or friesner@prestwichprepschool.co.uk

This notice is based on the Department for Education's model privacy notice for pupils, amended to reflect the way we use data in this school.

December 2021



GDPR Compliance

In order to be compliant we need to:

- ❖ Assess the data we collect
 - What do we collect?
 - Why do we collect it?
 - What do we do with it?
 - Do we share it? If so, with who?
 - How long do we keep it for? Why?
 - What do we do with it when it is no longer needed?
- ❖ Make staff aware of new GDPR guidelines
 - What the guidelines are
 - Their responsibilities under GDPR
 - School policy on keeping, collecting, sharing and removal of data
- ❖ Make parents/carers/pupils (data subjects) aware of the data we collect, retain and share and why we do this (reference to Article 6 & 9).

Data Assessment

We looked at all the forms we ask parents/carers to complete and all the information we collect on each of these. We then discussed other information we collect on pupils during their time with us e.g. assessment results, updates on medical/dietary requirements.

After analysing the data we collect we categorised it into 'essential' 'helpful' 'unnecessary'. We then looked at the purpose of collecting and retaining the information (Article 6 & 9). For data retention periods we consulted the guidelines from our regulatory bodies, Local Authority Early Years Department. First Aid Accident Record books state that covers and records should be kept for a minimum of 3 years.

Staff guidelines to GDPR

As a staff we have discussed the data we collect about the children and their parents/carers. We looked over the list previously made data map and asked if anybody thought there was anything to add.

Looked at terms of GDPR – all staff to be given a sheet defining terms they need to be aware of (see attached).

Talked about ensuring staff do not leave any personal data on view in the classroom while they are being used i.e. formative assessment sheets. All personal data to be locked away in the evening and kept in a safe place during the day.

All staff have been given a flier – GDPR Everyday Do's and Don'ts to be displayed in their classrooms.

December 2021



Intimate Care Policy

At Prestwich Prep School we believe that all children need contact with familiar, consistent carers to ensure they can grow and develop socially and emotionally. At times children need to be cuddled, encouraged, held and offered physical reassurance.

Intimate care routines are essential throughout the day to meet children's basic needs. This may include nappy changing, supporting children with toileting, changing clothes, and giving first aid treatment and specialist medical support, where required.

In order to maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis, wherever possible, by the child's key person/teacher with the exception of first aid treatment which must be carried out by a qualified first aider.

We wish to ensure the safety and welfare of children during intimate care routines and safeguard them against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. We aim to support all parties through the following actions:

- Promoting consistent and caring relationships through the key person system in the nursery and teaching staff in the school, and ensuring all parents understand how this works.
- Ensuring all staff undertaking intimate care routines have suitable enhanced DBS checks.
- Training all staff in the appropriate methods for intimate care routines whilst balancing this with the need to safeguard children and staff. Staff should be accompanied when taking a child to the toilet and be in view of another member of staff when changing nappies including application of any creams.
- Conducting thorough inductions for all new staff to ensure they are fully aware of all school procedures relating to intimate care routines.
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training.
- Working closely with parents on all aspects of the child's care and education. This is essential for intimate care routines which require specialist training or support. If a child requires specific support the school will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs.
- Ensuring all staff have an up to date understanding of safeguarding/child protection and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns as set out in the safeguarding/child protection policy.
- Operating a whistleblowing policy to help staff raise any concerns about their peers or managers; and helping staff develop confidence in raising worries as they arise in order to safeguard the children in the school.
- Conducting working practice observations on all aspects of school operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes intimate care routines.
- Conducting regular risk assessments on all aspects of the school operation including intimate care and reviewing the safeguards in place. The school has assessed all the risks relating to intimate care routines and has placed appropriate safeguards to ensure the safety of all involved.

If any parent or member of staff has concerns or questions about intimate care procedures or individual routines, please see the Head Teacher at the earliest opportunity.



Safe and Respectful Care Policy

At Prestwich Prep we believe that all children need to feel safe, secure and happy. This involves all staff being responsive to children's needs, whilst maintaining professionalism. This includes giving children cuddles and changing children's nappies or clothes.

To promote good practice and to minimise the risk of allegations we have the following guidelines:

- Although we recognise it is appropriate to cuddle children, we give cuddles only when sought by children needing comfort to support their emotional development. Staff are advised to do this in view of other children and practitioners, whenever possible. We recognise there may be occasions where it is appropriate for this to happen away from others, such as when a child is ill. In these circumstances, staff are advised to leave the door open. It is the duty of all staff and the Head Teacher to ensure that children are appropriately comforted and to monitor practice.
- When changing children's nappies or soiled/wet clothing, we leave the doors open, where appropriate.
- We discourage inappropriate behaviour such as over-tickling, over boisterous play or inappropriate questions such as asking children to tell them they love them and we advise staff to report any such observed practice.
- Staff are respectful of each other and the children and families in the school and do not use inappropriate language or behaviour, including during breaks.
- All staff are aware of the whistleblowing procedures and the Head Teacher carries out random checks throughout the day to ensure safe practices.
- Mobile phones must not be out in the vicinity of the children.

If a parent or member of staff has concerns or questions about safe care and practice procedures they consider as inappropriate, including between staff members, they are urged to see the Head Teacher at the earliest opportunity. Management will challenge inappropriate behaviour in line with the supervision/disciplinary or whistleblowing procedures. If the concern relates to the Head Teacher then parents should contact the designated safeguarding lead (Miss Wadsworth) or a member of the senior leadership team. Or alternatively contact Ofsted 0300 123 1231 or the Multi Agency Safeguarding Hub 0161 253 5678.

October 2021



Personal, Social, Health & Economic (including relationship) Education

Relationship education became statutory in all schools in September 2020. At Prestwich Prep we will include this in our PSHE curriculum.

Policy Availability

Our PSHE curriculum will be communicated to parents via the parent portal and available on the school website.

The policy covers our school's aim to promote children's development, wellbeing and achievements in all areas, to give them knowledge and skills which will prepare them for a range of situations they will experience and some they may not. Our children live in a world in which information can be overwhelming, derive from reliable and unreliable sources and often raises more questions than it answers. They access a virtual world which continually grows and is ever present in our daily lives. We feel it is therefore imperative that given the number of sources, including the playground, it is much better for children to receive the correct information and a range of strategies to enable them to behave in accordance with their own values and beliefs. Our curriculum aims to develop the children's self-confidence, decision making skills and knowledge of people/places/organisations they can turn to for further help if required.

Creating a Safe & Supportive Learning Environment

We will create a safe and supportive learning environment by establishing ground rules, de-personalising learning as much as possible and giving the pupils the opportunity to ask questions anonymously. Where children indicate that they may be vulnerable and/or at risk, we will ensure they (and their families where appropriate) receive appropriate support by referring to the Designated Safeguarding Lead or appropriate agencies in line with our Safeguarding policy.

Entitlement & Equal Opportunity

At Prestwich Prep we promote the needs and interests of all pupils and our teaching will take into account the age, ability, readiness and backgrounds of children to ensure they can all fully access PSHE provision. We will, through the content of our lessons, address diversity issues and provide equality by ensuring all pupils have access to the full curriculum. As with all lessons differentiation will reflect the pupils being taught either through outcome or adaptation of resources and using a range of teaching methods.

We promote diversity and inclusion and expect pupils to consider others needs by:

- Maintaining the ground rules set out as a class
- Respecting others viewpoints even if it differs from their own

Learning & Teaching

We will determine pupils' prior knowledge using short assessment activities at the beginning of each lesson. We will use a range of teaching methods such as providing information, watching clips, class discussion, interactive activities, sharing and responding to stories, role play, inviting visiting speakers. We will ensure lessons remain positive in tone, giving pupils knowledge about the consequences of lifestyle choices in a balanced way allowing them to make informed decisions based on fact and not alarmist. We want children to make connections between their learning and real life situations so will hold anonymous Q&A sessions, role play activities helping them to act out situations with their peers. This will also be helped by the timetabling of each topic to incorporate other areas of the curriculum where possible. For example, Spring Term Year 1/2 learn about maths in money so their PSHE including relationship education topic will be 'What can I do with money?'

We have referred to the PSHE Association guidelines in planning our timetable/curriculum and adopted a question base model – the overview can be found at the end of this document.

We allocate 50 minutes per week to a timetabled session of PSHE including relationship education (which is one lesson) covering the topics as listed on the overview. This however is enhanced by daily activities that make up everyday life at Prestwich Prep including:

- Assemblies
- Marking celebrations and festivals
- House Captains (and House Captain surgeries)
- House points system
- Eco-committee
- Star of the Week
- Achievement Tree
- Table servers

The programme will be led by the Headteacher and delivered by the whole staff. Any question asked by a pupil will be answered honestly in accordance with the law of the land, if teachers do not have the answer they will endeavour to find out or signpost pupils elsewhere, including to their parents/carers. If any issue arises that causes concern our safeguarding policy must be referred to. This is a statutory element of curriculum for all schools and parents do not have a right to withdraw. There is a right to withdraw from Sex Education, but at this time we will not be including this as part of our curriculum.

We are committed to working with parents and are happy to answer any questions or discuss any topics covered in this policy. We hope you will support us in viewing this as an important tool to prepare our children for their future and encourage them to ask any questions they have.

February 2021



Covid Policy

As government restrictions have now been lifted we are aware that infection rates are still high and some parents still have concerns. Therefore, we would like to reiterate the steps being taken in school.

Ensuring good hygiene

We will be continuing with the use of hand sanitiser on entering and leaving the building and extra washing of hands before and after breaks and lunch. Skin friendly wipes are available for children who are too young to wash hands.

Face coverings are not mandatory at the moment, but should you decide to use them please ensure your child(ren) is aware of how to remove/dispose or store them.

We are already promoting 'Catch it, bin it, kill it' with posters on display in each classroom and encouraging children to follow this promotion.

Staff are issued with additional PPE such as visors/masks, which they can choose to use.

We will be maintaining appropriate cleaning regimes through:

- Regular cleaning of high touch areas.
- Extra sanitation of toys/equipment which are used regularly e.g. food / home corner
- For very young babies, toys are selected and placed in individual bags and sterilised at the end of each day.

Public Health

Public Health / Local Authority guidelines can be found at:

www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/

Many families may be travelling over the half term. Up to date guidance can be found at

www.gov.uk/simplifiedtravelsystem

Please do not send your child(ren) into nursery or school if they are not well. If they are unable to participate in their normal daily routine/timetable they should not be in school. While the media attention has been concentrated on COVID rates and symptoms, we must work to reduce all infection rates.

Updates to restrictions / guidelines will be added as necessary.

April 2022