## Introduction

Early years providers must meet all the statutory requirements of the Early Years Foundation Stage (EYFS) and take all necessary steps to keep children safe and well, including by maintaining records, policies and procedures.

As working documents policies and procedures govern all aspects of the setting's operations and are vital for consistency and quality assurance across the provision. Policies describe the approach of operating and incorporate current legislation and registration requirements. Procedures detail the methods by which the policies are implemented. Some may need adjustment following risk assessment carried out in the setting.

Staff, agency workers, volunteers, assistants and students need to fully understand and know how to implement the policies and procedures, which must also be accessible to parents, so that everyone knows what actions they need to take in practice to achieve them.

Each of the policies and procedures that group and school-based providers are required to have in place are provided in this publication, as well as others recommended by the Early Years Alliance as good practice.

**Adopting, implementing and reviewing policy templates**

- The policies and procedures templates help to guide your approach to legislation and practice however they all do need to be reviewed and personalised to your setting.
- Copies of the policies and procedures to be adopted should be made available to all parents and staff; giving everyone the opportunity to discuss and fully understand each policy and procedure.
- It should be explained to parents, employees and volunteers that the policies contain the rules required for running the setting in a way which complies with the requirements of the EYFS and Ofsted registration and must be adhered to.
- All staff, volunteers and students should be aware of the content of the policies and procedures, and their role and responsibility in implementing them.
- Each policy and procedure should be continually monitored by collecting evidence about the results of their implementation. The evidence should be used to make any necessary changes to the policies and procedures and/or the way they are implemented.
- All staff and parents should contribute to the evidence collected and share in decisions about any necessary changes.
- Named/designated safeguarding leads in each setting have a delegated responsibility to make sure that relevant procedures are known by all members of staff and are adhered to, bringing any cause for concern to the manager's attention.

If any adaptations are needed to any policy or procedure, it must still meet the requirements of the relevant regulations. Some providers may decide to develop further policies, which are not required by regulations, but which would enable a clear direction for any specific issue pertaining to the setting. For example, some providers may require a policy on sharing premises with another facility. Or in some cases a local authority or a funding body may require a policy or procedure that is not included in this publication.

Risk assessment is vital to implementation of many procedures. The providers ensure that risk assessments where helpful, are carried out and updated regularly and will amend or add to the procedures as required. Risk assessment procedures are detailed in procedures 01.1 Risk assessment and 02.1 Fire safety.

**Children's rights and entitlements statement**

This statement underpins the policies and procedures – in particular, section 06 Safeguarding Children, Young People and Vulnerable Adults procedures. It is important that all staff in your setting uphold and work with the principles and ethos within this statement.

**Woodborough Village Preschool** support the 54 Articles contained within the UN Convention on the Rights of the Child (1989). **Woodborough Village Preschool** recognise that these articles apply to children globally and draw attention to the disparity between and within countries and across regions of the world in the way that children receive and enjoy basic rights. **Woodborough Village Preschool** support organisations and statutory agencies to promote recognition and achievement of children's rights to ensure a better experience for all children.

As an early years provider and a member of the Early Years Alliance, **Woodborough Village Preschool** follow the Alliance's 'four key commitments' that are broad statements against which policies and procedures are drawn to provide a consistent and coherent strategy for safeguarding children young people and vulnerable adult**s.**

1. **Woodborough Village Preschool** is committed to empowering children, young people, and vulnerable adults, promoting their right to be '**strong, resilient, actively listened to, and heard'**.
2. **Woodborough Village Preschool** upholds a culture of safety in which children, young people and vulnerable adults are protected from abuse and harm in all areas of its curriculum and service delivery.
3. **Woodborough Village Preschool** is committed to preventing harm and responding promptly and appropriately to all incidents or concerns of abuse that may occur. Working with statutory agencies to achieve the best possible outcomes for every child.
4. **Woodborough Village Preschool** is dedicated to increasing safeguarding confidence, knowledge and good practice throughout its training and learning programmes for adults, advocating support and representation for those in greatest need.

**What it means to promote children's rights and entitlements:**

To be **strong** means to be:

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

To be ***resilient*** means to

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

To be **actively listened to and heard** means:

- adults who are close to children recognise their need and *right to express and communicate* their thoughts, feelings, and ideas
- adults who are close to children can *tune in* to their verbal, sign, and body language to understand and interpret what is being expressed and communicated
- adults who are close to children can *respond appropriately and, when required, act upon their understanding* of what children express and communicate

- adults *respect children's rights and facilitate children's participation and representation* in imaginative and child-centred ways in all aspects of core services.