



ALDERMAN JACOBS PRIMARY SCHOOL

PRE-SCHOOL PASTORAL CARE PROCEDURES

Aims

The purpose of this policy is to ensure all staff and parents/carers are familiar with the procedure in the event of several circumstances, including;

- A child not being collected on time
- A child being missing from the setting
- A child being away from the setting

Legislation and Guidance

Under Section 175 of the Education Act 2002, Local Authorities and Schools have a duty to safeguard and promote the welfare of children. A similar duty is placed on Independent Schools and Academies (Section 157). This duty should include making arrangements for dealing with children not collected at the end of a school day, or at the end of a school activity which is authorised by the school, and where the Governing Body or Proprietor retains responsibility for the use of school premises.

This policy complies with our funding agreement and articles of association.

A child not being collected on time

In the event of a child not being collected on time, our policy is to keep the child on site, in the most appropriate setting (usually Alderman Jacobs Pre-school) with suitable supervision and carrying out familiar and reassuring activities, whilst a member of staff attempts to contact home. We will continue trying to contact home and other family members. If it becomes apparent that we are not going to make contact then we contact Social Care and the Police as appropriate. Please be aware that it is a parent/carer's responsibility to collect your child/ren on time and to communicate should you not be able to do so. We are here to support but it is a serious matter should no communication be forthcoming.

A £10.00 late pick up charge will be applied to children for each occasion where they are not collected by (10 minutes after the end of the session). If the late pick up fee is not paid after repeated reminders, we reserve the right to withdraw the child from their place in pre-school.

A child being missing from the setting

All children are supervised appropriately at all times, every safeguarding measure is taken seriously and due care and attention are given to all aspects of child safety. In the event of, for any reason or combination of reasons, a child succeeds in removing themselves from the site, the following procedure would be undertaken:

All staff would be alerted through a verbal 'telephone tree' arrangement and those persons not in direct supervision of children would leave the site, with a mobile phone, and disperse in a 'fanning out' formation, in order to cover the immediate areas rapidly. Once found, the child would be returned to the setting and all persons notified through the mobile phone and verbal system. Parents/carers would be informed immediately and an investigation would be undertaken and recorded on the incident report form. Further actions as a result

may be identified and advice may be sought from the Local Authority Designated Officer or Health and Safety department if appropriate. Should the child not be found then the Police would be informed imminently.

A child being away from the setting

If a child is absent from Alderman Jacobs Pre-school and a reason has not been given, either verbally or on our answering machine, then we contact parents/carers within the registration period. Should staff not get a response, then other contact numbers are called until the child's whereabouts and the reason for absence are established. Poor punctuality is not accepted at Alderman Jacobs Primary School and a consistent approach is applied from Pre-school (Attendance Policy).

Safe touch and positive handling

At Alderman Jacobs Pre-School we believe that children have the right to independence, choice and inclusion, and we seek to provide opportunities for personal growth and emotional health and wellbeing. Children learn who they are and how the world is, by forming relationships with people and things around them. The quality of a child's relationships with significant adults are vital to their healthy development and emotional health and wellbeing. We take into account the neurobiological research and studies relating to attachment theory and child development that identify that safe touch makes a positive contribution to brain development, mental health and the development of social skills. Children unable to control their actions or unable to appreciate danger have a right to be protected; as do other children at our Pre-School, and staff have a duty of care to exercise.

There are different types of touch and physical contact that may be used, these are:

1. Casual / Informal / Incidental Touch

Staff use touch with pupils as part of a normal relationship, for example, comforting a child, giving reassurance and congratulating. This might also include putting an arm out to bar an exit from a room, taking a child by the hand, patting on the back or putting an arm around the shoulders. The benefit of this action is usually proactive, and can prevent a situation from escalating.

2. General Reparative Touch

This is used by staff working with children who are having difficulties with their emotions. Healthy emotional development requires safe touch as a means of calming, soothing and containing distress for a frightened, angry or sad child. Touch used to regulate a child's emotions triggers the release of the calming chemical oxytocin in the body. Reparative touch, in the shared space of the setting may include the actions of a healthy child-parent relationship and include stroking a back, gently squeezing an arm, rocking gently, cuddling, tickling or sitting on an adult's lap.

3. Contact Play

Contact play is used by staff adopting a role similar to a parent in a healthy child-parent relationship. This will only take place when the child has developed a trusting relationship with the adult and when they feel completely comfortable and at ease with this type of contact. Contact play may include an adult chasing and catching the child or an adult and child playing a game of building towers with their hands.

4. Positive Handling (Calming a Dysregulated Child)

Staff may need to use positive handling when a child is:

- Demonstrating dangerous behaviours in order to avoid harm to self or others or damage to property;

· To avoid an offence being committed and / or a breakdown of good order and discipline.

During any incident of positive handling, staff must seek as far as possible to:

· Lower the child's level of anxiety during by continually offering verbal reassurance and avoiding generating fear if injury in the child;

Staff ensure at least one other member of staff is present. Incidents of positive handling are recorded and parents are informed. Please refer to our school guidance on Positive Handling and the Use of Reasonable Force for further information.

Links to other policies:

Safeguarding and Child Protection

Attendance

Statutory/Non-Statutory							
Reviewed		Ratified		Review Frequency	Next Review Date	Signed by	
By	Date	By	Date			Head	Chair
Sarah Holdsworth and Donna Agger	Autumn 2024	LGC	Summer 2025	4 Years	Summer 2029		