



ABC Nursery and Preschool Limited

Nursery Policies and Procedures

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1 Meet the Nursery Team

Position	Name	Qualification
Owner/Manager	Ioana Gherghi	Early Years Professional Status
Deputy Manager	Stephanie Black	Level 3 (working towards a degree)
Cook	Deborah Smith	Food & Hygiene Certificate
Baby Unit: Room Leader Nursery Practitioner Nursery Practitioner	Catalina Chiriac Jo McDonald Demi-Lee Gould	Diploma in Montessori Teaching Early Years Practitioner L 3
2-3's Room: Deputy Manager Nursery Practitioner Nursery Practitioner Nursery Assistant	Stephanie Black Charlotte Chapman Emily Heather Christine Fernandez	Level 3 (working towards a degree) Early Years Practitioner L3 Early Years Practitioner L2 2
Pre-School: Team/Room Leader Nursery Practitioner Nursery Practitioner Nursery Apprentice	Zoe Decaux Lynne Matthews Lauren French Lauren Harris	Early Years Practitioner L3 Early Years Practitioner L3 Early Years Practitioner L3

2 Implementation of Policies and Procedures

The following members of staff have the responsibility for implementing the policies and procedures listed below.

Name	Responsibility
Ioana Gherghi	(i) Updating all other general policies (ii) Child Protection Co-ordinator (iii) Health and Safety Co-ordinator (iv) Equality of Opportunities Co-ordinator (v) Fire Officer
Ioana Gherghi	SENCo & Designated Person for 'Looked After Children' Behaviour Policy
Zoe Decaux	Appointed First Aider
Stephanie Black	(i) Student Co-ordinator (ii) Behaviour Policy (iii) Safeguarding Deputy
Deborah Smith	Kitchen and Catering

3 General Data Protection Regulation (GDPR)

3.1 Introduction

The internet should be considered part of everyday life with children and young people seen to be at the forefront of this on-line generation. Knowledge and experience of information and communication technology (ICT) should be considered an essential life skill. Developmentally appropriate access to computers and the internet in the early years will significantly contribute to children and young people's enjoyment of learning and development.

Children and young people will learn most effectively where they are given managed access to computers and control of their own learning experiences, however such use carries an element of risk. Early Years practitioners and managers, in partnership with parents and carers, should consider it their duty to make children and young people aware of the potential risks associated with online technologies. This will empower them with the knowledge and skills to keep safe, without limiting their learning opportunities and experiences.

3.2 Policy statement

This policy will outline safe and effective practice in the use of the internet. It will provide advice on acceptable use and effective control measures to enable children, young people and adults to use ICT resources in a safer online environment.

The policy applies to all individuals who are to have access to or be users of work related ICT systems. This will include children and young people, parents and carers, early years managers and practitioners, volunteers, students, committee members, visitors and contractors. This list is not to be considered exhaustive.

This policy will apply to internet access through any medium, for example computers, mobile phones, tablets and gaming machines. Before the use of any new technologies they will be examined to determine potential learning and development opportunities. Their use will be risk assessed before considering whether they are appropriate for use by children and young people.

3.3 Responsibilities

The Designated Person for Safeguarding (DPS) is to be responsible for online safety and will manage the implementation of this policy. In our setting the DPS is **Ioana Gherghi**.

The Designated Person for Safeguarding will ensure:

- Day to day responsibility for online safety issues and will have a leading role in implementing, monitoring and reviewing this Policy.
- All ICT users are made aware of the procedures that must be followed should a potentially unsafe or inappropriate online incident take place.
- Recording, reporting, monitoring and filing of reports should a potentially unsafe or inappropriate online incident occur. This must include the creation of an incident log to be used to inform future online safety practice.
- All necessary actions are taken to minimise the risk of any identified unsafe or inappropriate online incidents reoccurring.
- Regular meetings take place with the registered person and/or managers to discuss current issues and review incident reports.

- Effective training and online safety advice is delivered and available to all early years managers and practitioners, including advisory support to children, young people, parents and carers as necessary.
- Liaison, where appropriate, with other agencies in respect of current online safety practices and the reporting and management of significant incidents.

3.4 Managing online access

Password security

- Maintaining password security is an essential requirement for early years managers and practitioners particularly where they are to have access to sensitive information. A list of all authorised ICT users and their level of access is to be maintained and access to sensitive and personal data is to be restricted.
- Early years managers and practitioners are responsible for keeping their passwords secure and must ensure they are updated once every 60 days. All users must have strong passwords, for example a combination of numbers, symbols and lower and upper case letters.
- Sharing passwords is not considered to be secure practice. Where children and young people are to be enabled to create their own password a copy of such will be kept on file for reference.
- All computers and laptops should be set to 'timeout' the current user session should they become idle for an identified period.
- All ICT users must 'log out' of their accounts should they need to leave a computer unattended.
- If ICT users become aware that password security has been compromised or shared, either intentionally or unintentionally, the concern must be reported to the Designated Person for Safeguarding.

Internet access

- The internet access for all users will be managed and moderated in order to protect them from deliberate or unintentional misuse. Every reasonable precaution will be taken to ensure the safe use of the internet. However, it must be recognised that it is impossible to safeguard against every eventuality.
- The following control measures will be implemented which will manage internet access and minimise risk:
 - Secure broadband or wireless access
 - A secure, filtered, managed internet service provider and/or learning platform.
 - Secure email accounts.
 - Regularly monitored and updated anti-virus protection.

3.5 Privacy Notice - How we use children's information

The Data Protection Officer with responsibility for monitoring this privacy notice is **Ioana Gherghi**.

3.6 Why do we collect and use children's information?

ABC Nursery will record, process and keep personal information on you and your child in accordance with Article 6 – ‘the rights of data subjects’ under the Data Protection Act 1998.

We use this data to:

- Support children’s learning
- Make assessments on children’s development
- Safeguard the children in our care in accordance with relevant legislation
- Comply with Government legislation
- Assess the quality of our services

ABC Nursery collect, hold and share two kinds of records on children attending our setting.

Developmental records

These include:

- Developmental information collected prior to the child starting at the setting
- A copy of the child’s Two Year Old Progress Check
- Observations of children in the setting, photographs, video clips, samples of work and developmental assessment records.
- A summary of the child’s EYFS profile report.

Personal records

These include:

- Personal details – including the information provided on the child’s registration form and any consent forms and characteristics such as ethnicity, language and nationality.
- Contractual matters – including the child’s days and times of attendance, a record of the child’s fees and/or funding entitlement, any records of fee reminders and/or disputes
- Emergency contact details – including those people, other than parents/guardians with authorisation to collect the child from the setting.
- Children’s health and well-being – including discussions about every day matters regarding the health and well-being of the child with the parent/guardian, records of accidents and medication records.
- Safeguarding and child protection concerns – including records of all welfare and protection concerns and our resulting actions, meetings and telephone conversations about the child and any information regarding a Looked After Child.
- Early support and SEN – including any focussed intervention provided by our setting, a record of the child’s IEP and, where relevant, their Statement of Special Education Need.
- Correspondence and reports – including letters and emails to and from other agencies and any confidential reports relating to specific children

3.7 Collecting information

Whilst the majority of information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you

whether you are required to provide certain information to us or if you have a choice in this.

3.8 Storing pupil data

We ensure that access to children's files is restricted to those authorised to see them such as *the manager, deputy, designated person for child protection, or the setting SENCo. These confidential records are stored the office locked cabinet.

We retain children's records for three years after they have left the setting, except records that relate to an accident or child protection matter.

3.9 Sharing information

The information that you provide to us, whether mandatory or voluntary, will be regarded as confidential. We do not share information about your child with anyone without consent unless the law and our policies allow us to do so.

We routinely share information without consent with:

- schools that children attend after leaving us
- our local authority for the purposes of FFEE and the Early Years Census
- the Department for Education (DfE) as part of statutory data collections.

We are obliged to share confidential information without authorisation from the person who provided it, or to whom it relates, when:

- there is evidence that the child is suffering, or is at risk of suffering significant harm.
- There is reasonable cause to believe that a child may be suffering, or is at risk of suffering, significant harm
- It is to prevent significant harm arising to children, young people or adults, including the prevention, detection and prosecution of serious crime.

Further information regarding information sharing and confidentiality can be found in the attached policies.

3.10 Requesting access to your personal data

Under data protection legislation, parents/guardians, children and young people have the right to request access to information about them that we hold. Where a child is too young to give 'informed consent' the parent is the 'subject' of the file and has a right to see the information held.

Children's developmental records are shared regularly with parents/guardians and formal requests to access these is not required.

To make a request for your personal information contact Ioana Gherghi following the procedure detailed in our access to records policy.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means

- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you would like to discuss anything in this privacy notice, please contact [insert name]

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns/>

3.11 Privacy Notice - How we use employee information

The Data Protection Officer with responsibility for monitoring this privacy notice is **Ioana Gherghi**.

3.12 Why do we collect and use employee information?

ABC Nursery process personal data relating to those we employ to work as, or are otherwise engaged to work as, part of our workforce in accordance with Article 6 – 'the rights of data subjects' under the Data Protection Legislation⁶⁷. {Article 9 – 'processing of special categories of personal data' under the GDPR - from May 2018}

We use this data:

- In the course of managing your employment with us
- to assist in the running of the setting
- to enable individuals to be paid
- to inform the development of our recruitment and retention policies
- to allow better financial modelling and planning

3.13 ABC Nursery collect, hold and share the following employee information.

These include:

- Personal details – including your name, address, email address, telephone number and other contact information that allows us to meet our organisational and statutory obligations as your employer
- Characteristics such as ethnicity, language and nationality.
- Details of family members and next of kin details
- Contractual matters – including attendance, records of absence, suitability screening information, qualifications, right to work documentation, wage records, records of disputes and any resulting disciplinary action.
- Health and well-being – including discussions about every day matters, the health and well-being of the employee, records of accidents and incidents, minutes of supervision meetings, annual appraisals.

3.14 Collecting information

Whilst the majority of information you provide to us is mandatory, some of it is provided to us on a voluntary basis. We will inform you whether you are required to provide certain information to us or if you have a choice in this.

We may use your personal data in the following ways:

- to ensure that the information we hold about you is kept up-to-date;
- to deal with any Employee/employers related disputes that may arise;
- for assessment and analysis purposes to help improve the operation of, and manage the performance of, our business;
- to prevent, detect and prosecute fraud and other crime;
- for any other purpose for which you give us your consent to use Personal Data;
- to comply with legal obligations e.g. HMRC, pensions, S29 requests.

3.15 Storing data

- We ensure that access to employee files is restricted to those authorised to see them such as Nursery owners and Manager.
- These confidential records are stored the office locked cabinet.
- We retain personnel records for 3 years from the date of termination of the employment in line with HMRC requirements

3.16 Sharing information

The information that you provide to us, whether mandatory or voluntary, will be regarded as confidential. We do not share your information with anyone without consent unless the law and our policies allow us to do so.

We may share your personal data:

- With professional advisors or third party contractors who provide services to us
- Where we are under a legal obligation to do so, for example where we are required to share information under statute, to prevent fraud and other criminal offences or because of a court order.
- Where a person, or a person with whom they live, becomes disqualified from working with children and young people
- To prevent significant harm arising to children, young people or adults, including the prevention, detection and prosecution of serious crime.

3.17 Requesting access to your personal data

Under data protection legislation, you have the right to request access to information that we hold about you.

To make a request for your personal information contact - **Ioana Gherghi** in writing.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

Please let us know if the Personal Data that we hold about you needs to be updated

If you would like to discuss anything in this privacy notice, please contact **Ioana Gherghi**

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns/>.

4 Complaints & Compliments

Our nursery believes that parents are entitled to expect courtesy and prompt, careful attention to their individual needs and wishes. We hope that at all times you will be happy with the service provided and that you might like to voice your appreciation to the staff concerned.

Complaints should be dealt with professionally and promptly to ensure that any issues arising from these complaints are handled effectively and to ensure the welfare of all children.

We welcome any suggestions from parents on how we can improve our services, and will give prompt and serious attention to any concerns that you may have by following our complaints procedure as outlined below:

4.1 Stage 1

If any parent should have cause for complaint or any queries regarding the care or education of their child they should in the first instance take it up with the child's key person or a senior member of staff/room leader.

4.2 Stage 2

If the issue remains unresolved and there is not have a satisfactory outcome, then the manager should be contacted. These concerns must be presented in writing to the nursery manager. The manager will then investigate the complaint and report back to the parent within three days. This will be fully documented in the complaints log book and will detail the nature of the complaint and any actions arising from it.

4.3 Stage 3

If the matter is still not resolved a formal meeting should be held between the manager, parent and the senior staff member to ensure that it is dealt with sufficiently. A record of the meeting should be made along with documented minutes and actions. All parties present at the meeting will sign the record and receive a copy, which will signify the conclusion of the procedure.

4.4 Stage 4

If the matter cannot be resolved to their satisfaction, then parents have the right to raise the matter with:

Ofsted National Business Unit,
Piccadilly gate,
Store Street,
Manchester

M1 2WD

Telephone: 0300 123 4666

Quote Ref: EY369791

5 Admission and Nursery Fees

ABC Nursery and Pre-school is registered for 72 children.

When deciding which child can be offered a place in the nursery we are looking at :

- availability of spaces, taking into account the staff/child ratios, the age of the child and the registration requirements
- when the application is received (extra weight is given to those who have been on the waiting list the longest)
- the nursery's ability to provide the facilities for the welfare of the child
- a child requiring a full-time place may have preference over one requiring a part time place. This is dependent upon work commitments, occupancy and room availability
- extenuating circumstances affecting the child's welfare or the welfare of his/her family
- children who have siblings who are already with us.

We operate an inclusion and equality policy and ensure that children have access to nursery places and services irrespective of gender, race, religion, colour or creed. Prior to a child attending nursery, parents/carers must complete and sign a contract and registration form. These forms provide the nursery with personal details relating to the child. For example, name, date of birth, address, emergency contact details, dietary requirements, collection arrangements, fees and sessions, contact details for parents/carers, doctor's contact details, health visitor contact details, allergies, parental consent, vaccinations etc.

6 Nursery Fees

Please see our separate policy on Nursery Fees and Funding Policy.

7 Inclusion & Equality

Named person – Ioana Gherghi

Statement of intent

The nursery takes great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they be an adult or child. The nursery is committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs. Discrimination on the grounds of gender, age, race, religion/belief, colour, creed, marital status, ethnic or national origin, or political belief, has no place within this nursery.

A commitment to implementing our equal opportunities policy will form part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the nursery manager at the earliest opportunity.

The legal framework for this policy is based on:

- Special Education Needs and Disabilities Code of Practice 2015
- Children and Families Act 2014

- Equality Act 2010
- Childcare Act 2006
- Children Act 2004
- Care Standards Act 2002
- Special Educational Needs and Disability Act 2001.

The nursery and staff are committed to:

- recruiting, selecting, training and promoting individuals on the basis of occupational skills. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment on the grounds of age, gender, marital status, race, religion/belief, colour, cultural or national origin, or sexuality, which cannot be justified as being necessary for the safe and effective performance of their work or training
- providing a childcare place, wherever possible, for children who are designated disabled or disadvantaged according to their individual circumstances, and the nursery's ability to provide the necessary standard of care
- striving to promote equal access to services and projects by taking practical steps, (where possible) such as ensuring access to people with additional needs and by producing materials in relevant languages and media
- providing a secure environment in which all our children can flourish and all contributions are valued
- including and valuing the contribution of all families to our understanding of equality and diversity
- providing positive non-stereotype information about different ethnic groups and people with disabilities
- improving our knowledge and understanding of issues of equality and diversity
- regularly reviewing childcare practice to ensure the policy is effective and practices which are discriminatory
- making inclusion a thread, which runs through all of the activities of the nursery including encouraging positive role models through the use of toys, imaginary play and activities that promote non-stereotyped images.

Admissions/ service provision

The nursery is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy.

The nursery will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

Recruitment

The nursery will strive in its recruitment to ensure that the staffing levels reflect the community it serves. All vacancies will be advertised as widely as budgets allow.

Every effort will be made to ensure there is a representative balance on the selection group and all members of the group will be committed to equal opportunities practice as set out in this policy and will have received appropriate training in this regard.

Application forms will be sent out along with a copy of the equal opportunities policy.

Application forms will not include questions that potentially discriminate against the grounds specified in the statement of intent.

At interview no questions will be posed which potentially discriminate against the grounds specified in the statement of intent. At interview, all candidates will be asked the same questions, and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates will be given the opportunity to receive feedback on the reasons why they were not successful.

Staff

It is the policy of ABC Nursery and Pre-school not to discriminate, whether directly or indirectly in the treatment of others. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds as specified in this policy. All staff are expected to participate in equal opportunities training. The equal opportunities co-ordinator is trained and she oversees the equal opportunities within the nursery.

Training

The nursery recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. The nursery will strive towards the provision of inclusion, equality and diversity training for all staff on an annual basis.

Curriculum

The curriculum offered in the nursery encourages children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- making children feel valued and good about themselves
- ensuring that children have equality of access to learning and opportunities
- reflecting the widest possible range of communities in the choice of resources
- avoiding stereotypes or derogatory images in the selection of materials
- celebrating a wide range of appropriate festivals
- creating an environment of mutual respect and tolerance
- helping children to understand that discriminatory behaviour and remarks are unacceptable
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities
- ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

Food

- we will work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met
- we will help children to learn about a range of food, cultural approaches to meal times and

eating, and to respect the differences among them.

Meetings

- meetings will be arranged to ensure that all families who wish to, may be involved in the running of the nursery
- information about meetings and activities will be communicated in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents have information about access to the meetings.

8 Personnel

The nursery's policies in respect of personnel are governed by the following:

- the best interests of the children, their welfare, safety, care and development
- the requirements of the Statutory Framework for the Early Years Foundation Stage and Ofsted's Early Years Directorate
- meeting the needs of the children including maintaining continuity of care
- compatibility between all members of staff and the building of a good team spirit
- consideration of the advancement of each member of staff both by internal and external training to help them achieve their maximum potential
- equal pay for work of equal value
- compliance with the current legislation including the principles of the Employment Act 2002
- the provision of a personnel specification and job description for each member of staff
- the provision of a statement of terms and conditions for each member of staff
- when recruiting members of staff, the applicant should be made aware of the policies and procedures, especially those relating to discrimination and equal opportunities
- prior to commencement of employment the successful applicant shall be provided with an offer letter (conditional on Criminal Record Bureau clearance) with the job description and induction procedure
- harassment of any member of staff that can be classed as sexual, racial, age, religious, or political belief related will not be acceptable. This includes unwanted verbal or physical advances - the key factor in assessing harassment is whether it is unwanted.

9 Parents & Carers as Partners

At ABC Nursery and Preschool, we believe that for children to receive quality care and early learning that suits their individual needs, parents and staff need to work together in a close partnership. We recognise that parents/carers play the fundamental role in a child's development as their first educators of their young children and our aim is always to support their role. The two-way sharing of information is key to this. The nursery team welcomes parents as partners and this relationship needs to be built on trust and understanding. It is important that we, as practitioners, can support parents in an open and sensitive manner.

The nursery wishes to ensure parents are an integral part of the care and early learning team within the nursery.

Our policy is to:

- Recognise and support parents as their child's first and most important educators, and to welcome them into the life of the nursery.
- Ensure all parents are signed up to our online learning journey "Family" app, where parents are able to log on and see their children's development in real time as soon as they are uploaded
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child.
- Welcome all parents into the nursery at any time and be as flexible as possible.
- Ensure nursery documentation and communications can be easily adapted to a format to suit individual parent's needs, e.g. Braille, multi-lingual, electronic communications.
- Ensure that all parents are aware of the nursery's policies and procedures. A detailed parent prospectus will be provided, and our full policy documents will be available upon joining and is also
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children
- Support parents in their own continuing education and personal development and inform them of relevant conferences, workshops, and training
- Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as open days, parents play and stay sessions, workshops etc.
- Inform parents about nursery activities and events through regularly distributed newsletters, liaising and regular notices and messages using our Nursery Software.
- Operate a key person system to enable a close working relationship with all parents. Support two-way information sharing regarding each child's individual needs both in nursery and at home

- Inform parents on a regular basis about their child's planning and progress and involve them in the shared record keeping. Consider and discuss all suggestions from parents concerning the care and early learning of their child and nursery operation.
- Provide opportunities and support for all parents to contribute their own skills, knowledge, and interests to the activities of the nursery
- Inform all parents of the systems for registering queries, compliments, complaints, or suggestions, and to check that these systems are understood by parents. All parents have access to our written complaint's procedure.
- Provide opportunities for parents to learn about the Early years foundation Stage (EYFS) and about young children's learning in the nursery and at home.
- Provide a written contract between the parent(s) and the nursery regarding conditions of acceptance and arrangements for payment and funding.
- Respect the family's religious and cultural backgrounds and beliefs and to accommodate any special requirements wherever possible and practical to do so.

Find out the needs and expectations of parents. These will be obtained through regular feedback via questionnaires, suggestion system and encouraging parents to review working practices. These are then evaluated by the nursery to promote nursery practice, policy, and staff development

- ensure that all new parents are aware of the nursery's policies and procedures. A detailed parent prospectus will be provided and our full policy documents will be available to parents at all times as they will be kept in an easily accessible place within the nursery
- maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children.
- support parents in their own continuing education and personal development and inform them of relevant conferences, workshops and training
- create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as 'Open Days', 'Parents Evenings' and 'Parents Forum'
- inform parents about nursery activities and events through regularly distributed newsletters
- operate a key person system involving parents for open discussions and information sharing regarding nursery and home circumstances, and individual needs
- inform parents on a regular basis about their children's progress and involve them in the shared record keeping about their children. Parents' evenings will be held at least twice a year. Parents will be consulted with about the times of meetings to avoid excluding anyone
- consider and discuss fully all suggestions from parents concerning the care of their child and the running of the nursery

- provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the nursery in ways which are accessible to parents with basic skills needs, or those for whom English is an additional language
- inform all parents of the systems for registering queries, complaints or suggestions, and to check that these systems are understood by parents. All parents have access to our written complaints procedure
- provide opportunities for parents to learn about the Early Years Foundation Stage and about young children's learning in the nursery and at home
- provide a written contract between the parent(s) and the nursery regarding conditions of acceptance and arrangements for payment
- respect the family's religious and cultural backgrounds and to accommodate any special requirements wherever possible and practical to do so
- to find out the needs and expectations of parents. These will be obtained through regular feedback via questionnaires, providing a suggestion system and encouraging parents to review working practices. These are then evaluated by the nursery to promote nursery practice, policy and staff development.

10 Child Protection and Safeguarding Children

Safeguarding children, young people and vulnerable adults policy was adopted by ABC Nursery and Preschool on 05/01/2025

Designated person/lead for safeguarding is: Ioana Gherghi/Stephanie Black

Designed officer is: Ioana Gherghi

Our Aim:

We are committed to safeguarding children, young people and vulnerable adults and will do this by putting young people and vulnerable adult's right to be '*strong, resilient and listened to*' at the heart of all our activities.

Our nursery 'three key commitments' are broad statements against which policies and procedures across the organisation will be drawn to provide a consistent and coherent strategy for safeguarding children young people and vulnerable adults in all services provided. The three key commitments are:

1. We are committed to building 'a culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of its service delivery.
 2. Our nursery is committed to respond promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in '*What to do if you are worried a child is being abused*' (HMG 2015) and '*No Secrets (updated by the Care Act 2014)* and *Working Together 2018*.
 3. The nursery is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering children, young people, and vulnerable adults, through its curriculum, promoting their right to be '*strong, resilient and listened to*'.
- NB: A 'young person' is defined as 16–19-year-old. In an early years setting, they may be a student, worker, or parent.

A 'vulnerable adult' (see guidance to the Care Act 2014) as: '*a person aged 18 years or over, who is in receipt of or may need community care services by reason of 'mental or other disability, age or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation*'. In early years, this person may be a service user, parent of a service user, or a volunteer.

Key Commitment 1

- We have a 'designated person', sometimes known as the designated lead for safeguarding, who is responsible for carrying out child, young person, or adult protection procedures. There designated person reports to a 'designated officer' responsible for overseeing all child, young person or adult protection matters. (*It is usually the person who line manages the manager*)
- The 'designated person' and the 'designated officer' ensure they have links with statutory and voluntary organisations regarding safeguarding children.

- The 'designated person' and the 'designated officer' ensure they have received appropriate training on child protection matters and that all staff are adequately informed and/or trained to recognise possible child abuse in the categories of physical, emotional and sexual abuse and neglect.
- The 'designated person' and the 'designated officer' ensure all staff are aware of the additional vulnerabilities that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation or culture and that these receive full consideration in child, young person or adult protection related matters.
- The 'designated person' and the 'designated officer' ensure that staff are aware and receive training in social factors affecting children's vulnerability including
 - social exclusion
 - domestic violence and controlling or coercive behaviour
 - mental illness
 - drug and alcohol abuse (substance misuse)
 - parental learning disability
 - radicalisation
- The 'designated person' and the 'designated officer' ensure that staff are aware and receive training in other ways that children may suffer significant harm and stay up to date with relevant contextual safeguarding matters:
 - abuse of disabled children
 - fabricated or induced illness
 - child abuse linked to spirit possession
 - sexually exploited children
 - children who are trafficked and/or exploited
 - female genital mutilation
 - extra-familial abuse and threats
 - children involved in violent offending, with gangs and county lines.
 - The 'designated person' and the 'designated officer' ensure they are adequately informed in vulnerable adult protection matters.

Key Commitment 2

- There are procedures in place to prevent known abusers from coming into the organisation as employees or volunteers at any level.
- Safeguarding is the responsibility of every person undertaking the work of the organisation in any capacity.
- There are procedures for dealing with allegations of abuse against a member of staff, or any other person undertaking work whether paid or unpaid for the organisation, where

there is an allegation of abuse or harm of a child. Procedures differentiate clearly between an allegation, a concern about quality of care or practice and complaints.

- There are procedures in place for reporting possible abuse of children or a young person in the setting.
- There are procedures in place for reporting safeguarding concerns where a child may meet the s17 definition of a child in need (Children Act 1989) and/or where a child may be at risk of significant harm, and to enable staff to make decisions about appropriate referrals using local published threshold documents.
- There are procedures in place to ensure staff recognise children and families who may benefit from early help and can respond appropriately using local early help processes and Designated persons should ensure all staff understand how to identify and respond to families who may need early help.
- There are procedures in place for reporting possible abuse of a vulnerable adult in the setting.
- There are procedures in place in relation to escalating concerns and professional challenge.
- There are procedures in place for working in partnership with agencies involving a child, or young person or vulnerable adult, for whom there is a protection plan in place. These procedures also take account of working with families with a 'child in need' and with families in need of early help, who are affected by issues of vulnerability such as social exclusion, radicalisation, domestic violence, mental illness, substance misuse and parental learning disability.
- These procedures take account of diversity and inclusion issues to promote equal treatment of children and their families and that take account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.
- There are procedures in place for record keeping, confidentiality and information sharing, which are in line with data protection requirements.
- We follow government and LSCB guidance in relation to extremism.
- The procedures of the Local Safeguarding Partners must be followed.

Key Commitment 3

- All staff receive adequate training in child protection matters and have access to the setting's policy and procedures for reporting concerns of possible abuse and the safeguarding procedures of the Local Safeguarding Partners.
- All staff have adequate information on issues affecting vulnerability in families such as social exclusion, domestic violence, mental illness, substance misuse and parental learning disability, together with training that takes account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.

- We use available curriculum materials for young children, taking account of information in the Early Years Foundation Stage, that enable children to be *strong, resilient, and listened to*.
- All services seek to build the emotional and social skills of children and young people who are service users in an age-appropriate way, including increasing their understanding of how to stay safe.
- We adhere to the EYFS Safeguarding and Welfare requirements.

- **Legal references**

- *Primary legislation*

Children Act 1989 – s 47

Protection of Children Act 1999

Care Act 2014

Children Act 2004 s11

Children and Social Work Act 2017

Safeguarding Vulnerable Groups Act 2006

Counter-Terrorism and Security Act 2015

General Data Protection Regulation 2018

Data Protection Act 2018

Modern Slavery Act 2015

Sexual Offences Act 2003

Serious Crime Act 2015

Criminal Justice and Court Services Act (2000)

Human Rights Act (1998)

Equalities Act (2006)

Equalities Act (2010)

Disability Discrimination Act (1995)

Data Protection Act (2018)

Freedom of Information Act (2000)

Further Guidance

Working Together to Safeguard Children (HMG 2018)

Statutory Framework for the Early Years Foundation Stage 2021

What to Do if You're Worried a Child is Being Abused (HMG 2015)

Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security

Act 2015 to have due regard to the need to prevent people from being drawn into terrorism' (HMG 2015)

Keeping Children Safe in Education 2018

Education Inspection Framework (Ofsted 2019)

The framework for the assessment of children in need and their families (DoH 2000)

The Common Assessment Framework (2006)

Statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE 2015)

Further guidance

Information sharing advice for safeguarding practitioners (DfE 2018)

The Team Around the Child (TAC) and the Lead Professional (CWDC 2009)

The Common Assessment Framework (CAF) – guide for practitioners (CWDC 2010)

The Common Assessment Framework (CAF) – guide for managers (CWDC 2010)

Multi-Agency Statutory Guidance on Female Genital Mutilation (HMG. 2016)

Multi-Agency Public Protection Arrangements (MAPPA) (Ministry of Justice, National Offender Management Service and HM Prison Service 2014)

Safeguarding Children from Abuse Linked to a Belief in Spirit Possession (HMG 200)

Safeguarding Children in whom Illness is Fabricated or Induced (HMG 2007)

Safeguarding Disabled Children: Practice Guidance (DfE 2009)

Safeguarding Children who may have been Trafficked (DfE and Home Office 2011)

Child sexual exploitation: definition and guide for practitioners (DfE 2017)

Handling Cases of Forced Marriage: Multi-Agency Practice Guidelines (HMG 2014)

Contact telephone numbers

Early help and Advice Hub 08456037627

Initial response team (for professional consultation) 08456037627

Emergency duty team (out of hours) 08456061212

Ofsted 0300 123 1231

Local Safeguarding Partners (LSP) **0333 013 8936**

Non-emergency police 101

Emergency Police 999

Government helpline for extremism concerns 020 7340 7264

Types of abuse and particular procedures followed

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by harming them or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or a stranger. This could be an adult or adults, another child or children.

What to do if you're worried a child is being abused 2006

The signs and indicators listed below may not necessarily indicate that a child has been abused, but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

Indicators of child abuse

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Aggressive behaviour
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns.

Safeguarding children, young people and vulnerable adults procedures

Responding to safeguarding or child protection concerns

The designated person is Ioana Gherghi, the back-up designated person is Stephanie Black.

Safeguarding roles

- All staff recognise and know how to respond to signs and symptoms that may indicate a child is suffering from or likely to be suffering from harm. They understand that they have a responsibility to act immediately by discussing their concerns with the designated person or a named back-up designated person.
- The manager and deputy are the designated person and back-up designated person, responsible for co-ordinating action taken by the setting to safeguard vulnerable children and adults.
- All concerns about the welfare of children in the setting should be reported to the designated person or the back-up designated person.
- The designated person ensures that all practitioners are alert to the indicators of abuse and neglect and understand how to identify and respond to these.
- The setting should not operate without an identified designated person at any time.
-
- Issues which may require notifying to Ofsted are notified to the designated person to make a decision regarding notification. The designated person must remain up to date with Ofsted reporting and notification requirements.
- If there is an incident, which may require reporting to RIDDOR the designated person immediately seeks guidance from the owners/directors/trustees. There continues to be a requirement that the designated officer follows legislative requirements in relation to reporting to RIDDOR. This is fully addressed in section **Health and Safety procedures**.
- All settings follow procedures of their Local Safeguarding Partners (LSP) for safeguarding and any specific safeguarding procedures such as responding to

radicalisation/extremism concerns. Procedures are followed for managing allegations against staff, as well as for responding to concerns and complaints raised about quality or practice issues, whistle-blowing and escalation.

Responding to marks or injuries observed

- If a member of staff observes or is informed by a parent/carer of a mark or injury to a child that happened at home or elsewhere, the member of staff makes a record of the information given to them by the parent/carer in the child's personal file, which is signed by the parent/carer.
- The member of staff advises the designated person as soon as possible if there are safeguarding concerns about the circumstance of the injury.
- If there are concerns about the circumstances or explanation given, by the parent/carer and/or child, the designated person decides the course of action to be taken after reviewing **Child welfare and protection summary** and completing **Safeguarding incident reporting form**.
- If the mark or injury is noticed later in the day and the parent is not present, this is raised with the designated person.
- If there are concerns about the nature of the injury, and it is unlikely to have occurred at the setting, the designated person decides the course of action required and 06.1b Safeguarding incident reporting form is completed as above, taking into consideration any explanation given by the child.
- If there is a likelihood that the injury is recent and occurred at the setting, this is raised with the designated person.
- If there is no cause for further concern, a record is made in the Accident Record, with a note that the circumstances of the injury are not known.
- If the injury is unlikely to have occurred at the setting, this is raised with the designated person
- The parent/carer is advised at the earliest opportunity.
- If the parent believes that the injury was caused at the setting this is still recorded in the Accident Record and an accurate record made of the discussion is made on the child's personal file.

Responding to the signs and symptoms of abuse

- Concerns about the welfare of a child are discussed with the designated person without delay.
- A written record is made of the concern on 06.1b Safeguarding incident reporting form as soon as possible.
- Concerns that a child is in immediate danger or at risk of significant harm are responded to immediately and if a referral is necessary this is made on the same working day.

Responding to a disclosure by a child

- When responding to a disclosure from a child, the aim is to get just enough information to take appropriate action.
- The practitioner listens carefully and calmly, allowing the child time to express what they want to say.
- Staff do not attempt to question the child but if they are not sure what the child said, or what they meant, they may prompt the child further by saying *'tell me more about that'* or *'show me again'*.
- After the initial disclosure, staff speak immediately to the designated person. They do not further question or attempt to interview a child.
- If a child shows visible signs of abuse such as bruising or injury to any part of the body and it is age appropriate to do so, the key person will ask the child how it happened.
- When recording a child's disclosure on 06.1b Safeguarding incident reporting form, their exact words are used as well as the exact words with which the member of staff responded.
- If marks or injuries are observed, these are recorded on a body diagram.

Decision making (all categories of abuse)

- The designated person makes a professional judgement about referring to other agencies, including Social Care using the Local Safeguarding Partnership (LSP) threshold document:
 - Level 1: Child's needs are being met. Universal support.
 - Level 2: Universal Plus. Additional professional support is needed to meet child's needs.
 - Level 3: Universal Partnership Plus. Targeted Early Help. Coordinated response needed to address multiple or complex problems.
 - Level 4: Specialist/Statutory intervention required. Children in acute need, likely to be experiencing, or at risk of experiencing significant harm.
- Staff are alert to indicators that a family may benefit from early help services and should discuss this with the designated person, also completing 06.1b Safeguarding incident reporting form if they have not already done so.

Seeking consent from parents/carers to share information before making a referral for early help (Tier 2/3*)

Parents are made aware of the setting's Privacy Notice which explains the circumstances under which information about their child will be shared with other agencies. When a referral for early help is necessary, the designated person must always seek consent from the child's parents to share information with the relevant agency.

- If consent is sought and withheld and there are concerns that a child may become at risk of significant harm without early intervention, there may be sufficient grounds to override a parental decision to withhold consent.

- If a parent withholds consent, this information is included on any referral that is made to the local authority. In these circumstances a parent should still be told that the referral is being made beforehand (unless to do so may place a child at risk of harm).

**Tier 2: Children with additional needs, who may be vulnerable and showing early signs of abuse and/or neglect; their needs are not clear, not known or not being met. Tier 3: Children with complex multiple needs, requiring specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or who are disabled.*

Informing parents when making a child protection referral

In most circumstances consent will not be required to make a child protection referral, because even if consent is refused, there is still a professional duty to act upon concerns and make a referral. When a child protection referral has been made, the designated person contacts the parents (only if agreed with social care) to inform them that a referral has been made, indicating the concerns that have been raised, unless social care advises that the parent should not be contacted until such time as their investigation, or the police investigation, is concluded. Parents are not informed prior to making a referral if:

- there is a possibility that a child may be put at risk of harm by discussion with a parent/carer, or if a serious offence may have been committed, as it is important that any potential police investigation is not jeopardised
- there are potential concerns about sexual abuse, fabricated illness, FGM or forced marriage
- contacting the parent puts another person at risk; situations where one parent may be at risk of harm, e.g. domestic abuse; situations where it has not been possible to contact parents to seek their consent may cause delay to the referral being made

The designated person makes a professional judgment regarding whether consent (from a parent) should be sought before making a child protection referral as described above. They record their decision about informing or not informing parents along with an explanation for this decision. Advice will be sought from the appropriate children's social work team if there is any doubt. Advice can also be sought from the designated officer.

Referring

- The designated person or back-up follows their LSP procedures for making a referral.
- If the designated person or their back-up is not on site, the most senior member of staff present takes responsibility for making the referral to social care.
- If a child is believed to be in immediate danger, or an incident occurs at the end of the session and staff are concerned about the child going home that day, then the Police and/or social care are contacted immediately.
- If the child is 'safe' because they are still in the setting, and there is time to do so, the senior member of staff contacts the setting's designated officer for support.

- Arrangements for cover (as above) when the designated person and back-up designated person are not on-site are agreed in advance by the setting manager and clearly communicated to all staff.

Further recording

- Information is recorded using **Safeguarding incident reporting form**, and a short summary entered on **Child welfare and protection summary**. Discussion with parents and any further discussion with social care is recorded. If recording a conversation with parents that is significant, regarding the incident or a related issue, parents are asked to sign and date it a record of the conversation. It should be clearly recorded what action was taken, what the outcome was and any follow-up.
- If a referral was made, copies of all documents are kept and stored securely and confidentially (including copies in the child's safeguarding file).
- Each member of staff/volunteer who has witnessed an incident or disclosure should also make a written statement on **Safeguarding incident reporting form**, as above.
- The referral is recorded on **Child welfare and protection summary**.
- Follow up phone calls to or from social care are recorded in the child's file; with date, time, the name of the social care worker and what was said.
- Safeguarding records are kept up to date and made available for confidential access by the designated officer to allow continuity of support during closures or holiday periods.

Reporting a serious child protection incident using :Confidential safeguarding incident report form

- The designated person is responsible for reporting to the designated officer and seeking advice if required prior to making a referral as described above.
- For child protection concerns at Tier 3 and 4** it will be necessary for the designated person to complete 06.1c Confidential safeguarding incident report form and send it to the designated officer.
- Further briefings are sent to the designated officer when updates are received until the issue is concluded.

** Tier 3: Children with complex multiple needs, requiring specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or who are disabled. Tier 4: Children in acute need, who are suffering or are likely to suffer significant harm.

Professional disagreement/escalation process

- If a practitioner disagrees with a decision made by the designated person not to make a referral to social care they must initially discuss and try to resolve it with them.
- If the disagreement cannot be resolved with the designated person and the practitioner continues to feel a safeguarding referral is required then they discuss this with the designated officer.

- If issues cannot be resolved the whistle-blowing policy should be used, as set out below.
- Supervision sessions are also used to discuss concerns but this must not delay making safeguarding referrals.

Whistleblowing

The whistle blowing procedure must be followed in the first instance if:

- a criminal offence has been committed, is being committed or is likely to be committed
- a person has failed, is failing or is likely to fail to comply with any legal obligation to which he or she is subject. This includes non-compliance with policies and procedures, breaches of EYFS and/or registration requirements
- a miscarriage of justice has occurred, is occurring or is likely to occur
- the health and safety of any individual has been, is being or is likely to be endangered
- the working environment has been, is being or is likely to be damaged;
- that information tending to show any matter falling within any one of the preceding clauses has been, is being or is likely to be deliberately concealed

There are 3 stages to raising concerns as follows:

1. If staff wish to raise or discuss any issues which might fall into the above categories, they should normally raise this issue with their manager/Designated Person.
2. Staff who are unable to raise the issue with their manager/Designated Person should raise the issue with the back up Designated Person.

Ultimately, if an issue cannot be resolved and the member of staff believes a child remains at risk because the setting or the local authority have not responded appropriately, the NSPCC have introduced a whistle-blowing helpline 0800 028 0285 for professionals who believe that:

- their own or another employer will cover up the concern
- they will be treated unfairly by their own employer for complaining
- if they have already told their own employer and they have not responded

Female genital mutilation (FGM)

Practitioners should be alert to symptoms that would indicate that FGM has occurred, or may be about to occur, and take appropriate safeguarding action. Designated persons should contact the police immediately as well as refer to children's services local authority social work if they believe that FGM may be about to occur.

It is illegal to undertake FGM or to assist anyone to enable them to practice FGM under the Female Genital Mutilation Act 2003, it is an offence for a UK national or permanent UK resident to perform FGM in the UK or overseas. The practice is medically unnecessary and poses serious health risks to girls. FGM is mostly carried out on girls between the ages of 0-15, statistics indicate that in half of countries who practise FGM girls were cut before the age of 5. LSCB guidance must be followed in relation to FGM, and the designated person is

informed regarding specific risks relating to the culture and ethnicity of children who may be attending their setting and shares this knowledge with staff.

Symptoms of FGM in very young girls may include difficulty walking, sitting or standing; painful urination and/or urinary tract infection; urinary retention; evidence of surgery; changes to nappy changing or toileting routines; injury to adjacent tissues; spends longer than normal in the bathroom or toilet; unusual and /or changed behaviour after an absence from the setting (including increased anxiety around adults or unwillingness to talk about home experiences or family holidays); parents are reluctant to allow child to undergo normal medical examinations; if an older sibling has undergone the procedure a younger sibling may be at risk; discussion about plans for an extended family holiday

Further guidance

NSPCC 24-hour FGM helpline: 0800 028 3550 or email fgmhelp@nspcc.org.uk

Government help and advice: www.gov.uk/female-genital-mutilation

Children and young people vulnerable to extremism or radicalisation

Early years settings, schools and local authorities have a duty to identify and respond appropriately to concerns of any child or adult at risk of being drawn into terrorism. LSP's have procedures which cover how professionals should respond to concerns that children or young people may be at risk of being influenced by or being made vulnerable by the risks of extremism.

There are potential safeguarding implications for children and young people who have close or extended family or friendship networks linked to involvement in extremism or terrorism.

- The designated person is required to familiarise themselves with LSP procedures, as well as online guidance including:
 - Channel Duty guidance: Protecting people vulnerable to being drawn into terrorism www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance
 - Prevent Strategy (HMG 2011) www.gov.uk/government/publications/prevent-strategy-2011
 - The prevent duty: for schools and childcare providers www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
- The designated person should follow LSP guidance in relation to how to respond to concerns regarding extremism and ensure that staff know how to identify and raise any concerns in relation to this with them.
- The designated person must know how to refer concerns about risks of extremism/radicalisation to their LSP safeguarding team or the Channel panel, as appropriate.

- The designated person should also ensure that they and all other staff working with children and young people understand how to recognise that someone may be at risk of violent extremism.
- The designated person also ensures that all staff complete *The Prevent Duty in an Early Years Environment* and *Understanding Children's Rights and Equality and Inclusion in Early Years Settings* online EduCare courses.
- If available in the area, the designated person should complete WRAP (or equivalent) training and support staff to access the training as offered by local authorities. WRAP training covers local arrangements for dealing with concerns that a child may be at risk of extremism and/or radicalisation.
- The designated person should understand the perceived terrorism risks in relation to the area that they deliver services in.

Parental consent for radicalisation referrals

LSP procedures are followed in relation to whether parental consent is necessary prior to making a referral about a concern that a child or adult may be at risk of being drawn into terrorism. It is good practice to seek the consent of the person, or for very young children, the consent of their parent/carer prior to making a referral, but it is not a requirement to seek consent before referring a concern regarding possible involvement in extremism or terrorism if it may put a child at risk, or if an offence may have been or may be committed. Advice should be sought from line managers and local agencies responsible for safeguarding, as to whether or not consent should be sought on a case-by-case basis. Designated persons should be mindful that discussion regarding potential referral due to concerns may be upsetting for the subject of the referral and their family. Initial advice regarding whether an incident meets a threshold for referral can be sought from the relevant local agency without specific details such as names of the family being given in certain circumstances.

Consent is required prior to any individual engaging with a Channel intervention. Consent is usually sought by Channel partners, but LSP procedures should be followed regarding this.

If there is a concern that a person is already involved in terrorist activity this must be reported to the Anti-Terrorist Hot Line 0800 789 321-Text/phone 0800 0324 539. Police can be contacted on 101.

Concerns about children affected by gang activity/serious youth violence

Practitioners should be aware that children can be put at risk by gang activity, both through participation in and as victims of gang violence. Whilst very young children will be very unlikely to become involved in gang activity they may potentially be put at risk by the involvement of others in their household in gangs, such as an adult sibling or a parent/carer. Designated persons should be familiar with their LSP guidance and procedures in relation to safeguarding children affected by gang activity and ensure this is followed where relevant.

Forced marriage/Honour based violence

Forced marriage is a marriage in which one or both spouses do not consent to the marriage but are forced into it. Duress can include physical, psychological, financial, sexual and

emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent coercion is not required for a marriage to be forced. A forced marriage is distinct from an arranged marriage. An arranged marriage may have family involvement in arranging the marriages, but crucially the choice of whether to accept the arrangement remains with the prospective spouses.

Forced marriage became criminalised in 2014. There are also civil powers for example a Forced Marriage Protection Order to protect both children and adults at risk of forced marriage and offers protection for those who have already been forced into marriage.

Risks in relation to forced marriage are high and it is important that practitioners ensure that anyone at risk of forced marriage is not put in further danger. If someone is believed to be at risk it is helpful to get as much practical information as possible, bearing in mind the need for absolute discretion, information that can be helpful will include things like, names, addresses, passport numbers, national insurance numbers, details of travel arrangements, dates and location of any proposed wedding, names and dates of birth of prospective spouses, details of where and with whom they may be staying etc. Forced marriage can be linked to honour-based violence, which includes assault, imprisonment and murder. Honour based violence can be used to punish an individual for undermining what the family or community believes to be the correct code of behaviour.

In an emergency police should be contacted on 999.

Forced Marriage Unit can be contacted either by professionals or by potential victims seeking advice in relation to their concerns. The contact details are below.

- Telephone: +44 (0) 20 7008 0151
- Email: fmu@fco.gov.uk
- Email for outreach work: fmuoutreach@fco.gov.uk

Further guidance

Accident Record (Early Years Alliance 2019)

Multi-agency practice guidelines: Handling cases of Forced Marriage (HMG 2014)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

11 Allegations against staff, volunteers or agency staff

Concerns may come from a parent, child, colleague or member of the public. Allegations or concerns must be referred to the designated person without delay - even if the person making the allegation later withdraws it.

Identifying

An allegation against a member of staff, volunteer or agency staff constitutes serious harm or abuse if they:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child in a way that indicates they may pose a risk of harm to children

Informing

- All staff report allegations to the designated person.
- The designated person alerts the designated officer. If the designated officer is unavailable the designated person contacts their equivalent until they get a response- which should be within 3-4 hours of the event. Together they should form a view about what immediate actions are taken to ensure the safety of the children and staff in the setting, and what is acceptable in terms of fact-finding.
- It is essential that no investigation occurs until and unless the LADO has expressly given consent for this to occur, however, the person responding to the allegation does need to have an understanding of what explicitly is being alleged.
- The designated person must take steps to ensure the immediate safety of children, parents, and staff on that day within the setting.
- The Local Authority Designated Officer (LADO) is contacted as soon as possible and within one working day. If the LADO is on leave or cannot be contacted the LADO team manager is contacted and/or advice sought from the point of entry safeguarding team/mash/point of contact, according to local arrangements.
- A child protection referral is made by the designated person if required. The LADO, line managers and local safeguarding children's services can advise on whether a child protection referral is required.
- The designated person asks for clarification from the LADO on the following areas:
 - what actions the designated person must take next and when and how the parents of the child are informed of the allegation
 - whether or not the LADO thinks a criminal offence may have occurred and whether the police should be informed and if so who will inform them
 - whether the LADO is happy for the setting to pursue an internal investigation without input from the LADO, or how the LADO wants to proceed

- whether the LADO thinks the person concerned should be suspended, and whether they have any other suggestions about the actions the designated person has taken to ensure the safety of the children and staff attending the setting
- The designated person records details of discussions and liaison with the LADO including dates, type of contact, advice given, actions agreed and updates on the child's case file.
- Parents are not normally informed until discussion with the LADO has taken place, however in some circumstances the designated person may need to advise parents of an incident involving their child straight away, for example if the child has been injured and requires medical treatment.
- Staff do not investigate the matter unless the LADO has specifically advised them to investigate internally. Guidance should also be sought from the LADO regarding whether or not suspension should be considered. The person dealing with the allegation must take steps to ensure that the immediate safety of children, parents and staff is assured. It may be that in the short-term measures other than suspension, such as requiring a staff member to be office based for a day, or ensuring they do not work unsupervised, can be employed until contact is made with the LADO and advice given.
- The designated person ensures staff fill in 06.1b Safeguarding incident reporting form.
- If after discussion with the designated person, the LADO decides that the allegation is not obviously false, and there is cause to suspect that the child/ren is suffering or likely to suffer significant harm, then the LADO will normally refer the allegation to children's social care.
- If notification to Ofsted is required the designated person will inform Ofsted as soon as possible, but no later than 14 days after the event has occurred. The designated person will liaise with the designated officer about notifying Ofsted.
- The designated person ensures that the 06.1c Confidential safeguarding incident report form is completed and sent to the designated officer. If the designated officer is unavailable their equivalent must be contacted.
- Avenues such as performance management or coaching and supervision of staff will also be used instead of disciplinary procedures where these are appropriate and proportionate. If an allegation is ultimately upheld the LADO may also offer a view about what would be a proportionate response in relation to the accused person.
- The designated person must consider revising or writing a new risk assessment where appropriate, for example if the incident related to an instance where a member of staff has physically intervened to ensure a child's safety, or if an incident relates to a difficulty with the environment such as where parents and staff are coming and going and doors are left open.
- All allegations are investigated even if the person involved resigns or ceases to be a volunteer.

Allegations against agency staff

Any allegations against agency staff must be responded to as detailed in this procedure. In addition, the designated person must contact the agency following advice from the LADO

Allegations against the designated person

- If a member of staff has concerns that the designated person has behaved in a way that indicates they are not suitable to work with children as listed above, this is reported to the designated officer who will investigate further.
- During the investigation, the designated officer will identify another suitably experienced person to take on the role of designated person.
- If an allegation is made against the designated officer, then the owners/directors/trustees are informed.

Recording

- A record is made of an allegation/concern, along with supporting information, using **Safeguarding incident reporting form**; normally by the practitioner who has observed the incident. This is then entered on the file of the child, and the 06.1a Child welfare and protection summary is completed and placed in the front of the child's file.
- If the allegation refers to more than one child, this is recorded in each child's file
- If relevant, a child protection referral is made, with details held on the child's file.

Disclosure and Barring Service

- If a member of staff is dismissed because of a proven or strong likelihood of child abuse, inappropriate behaviour towards a child, or other behaviour that may indicate they are unsuitable to work with children such as drug or alcohol abuse, or other concerns raised during supervision when the staff suitability checks are done, a referral to the Disclosure and Barring Service is made.

Escalating concerns

- If a member of staff believes at any time that children may be in danger due to the actions or otherwise of a member of staff or volunteer, they must discuss their concerns immediately with the designated person.
- If after discussions with the designated person, they still believe that appropriate action to protect children has not been taken they must speak to the designated officer.

If there are still concerns then the whistle blowing procedure must be followed.

12 E-safety (including all electronic devices with internet capacity)

Online Safety

It is important that children and young people receive consistent messages about the safe use of technology and are able to recognise and manage the risks posed in both the real and the virtual world.

Terms such as 'e-safety', 'online', 'communication technologies' and 'digital technologies' refer to fixed and mobile technologies that adults and children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks. The issues are:

Content – being exposed to illegal, inappropriate or harmful material

Contact – being subjected to harmful online interaction with other users

Conduct – personal online behaviour that increases the likelihood of, or causes, harm

I.C.T Equipment

- The setting manager ensures that all computers have up-to-date virus protection installed.
- Tablets are only used for the purposes of observation, assessment and planning and to take photographs for individual children's learning journeys.
- Tablets remain on the premises and are stored securely at all times when not in use.
- Staff follow the additional guidance provided with the system

Internet access

- Children never have unsupervised access to the internet.
- The setting manager ensures that risk assessments in relation to e-safety are completed.
- Only reputable sites with a focus on early learning are used (e.g. CBeebies).
- Video sharing sites such as YouTube are not accessed due to the risk of inappropriate content.
- Children are taught the following stay safe principles in an age appropriate way:
 - only go online with a grown up
 - be kind online **and** keep information about me safely
 - only press buttons on the internet to things I understand
 - tell a grown up if something makes me unhappy on the internet
- Staff support children's resilience in relation to issues they may face online, and address issues such as staying safe, appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age-appropriate ways.
- All computers for use by children are sited in an area clearly visible to staff.

- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at www.iwf.org.uk.

The setting manager ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.

Personal mobile phones – staff and visitors (includes internet enabled devices)

- Personal mobile phones and internet enabled devices are not used by staff during working hours. This does not include breaks where personal mobiles may be used off the premises or in a safe place e.g, staff room. The setting manager completes a risk assessment for where they can be used safely.
- Personal mobile phones are switched off and stored in lockers or a locked office drawer. Staff members will sign a mobile phone location at the beginning of their shifts ,staff are allowed to keep their mobile phones in the personal cars
- In an emergency, personal mobile phones may be used in the privacy of the office with permission.
- Staff ensure that contact details of the setting are known to family and people who may need to contact them in an emergency.
- Staff do not take their mobile phones on outings.
- Members of staff do not use personal equipment to take photographs of children.
- Parents and visitors do not use their mobile phones on the premises. There is an exception if a visitor's company/organisation operates a policy that requires contact with their office periodically throughout the day. Visitors are advised of a private space where they can use their mobile.

Cameras and videos

- Members of staff do not bring their own cameras or video recorders to the setting.
- Photographs/recordings of children are only taken for valid reasons, e.g. to record learning and development, or for displays, and are only taken on equipment belonging to the setting.
- Where parents request permission to photograph or record their own children at special events, general permission is first gained from all parents for their children to be included. Parents are told they do not have a right to photograph or upload photos of anyone else's children.
- Photographs/recordings of children are only made if relevant permissions are in place.
- If photographs are used for publicity, parental consent is gained and safeguarding risks minimised, e.g. children may be identified if photographed in a sweatshirt with the name of their setting on it.

Cyber Bullying

If staff become aware that a child is the victim of cyber-bullying at home or elsewhere, they discuss this with the parents and refer them to help, such as: NSPCC Tel: 0808 800 5000 www.nspcc.org.uk or ChildLine Tel: 0800 1111 www.childline.org.uk

Use of social media

Staff are expected to:

- understand how to manage their security settings to ensure that their information is only available to people they choose to share information with
- ensure the organisation is not negatively affected by their actions and do not name the setting
- are aware that comments or photographs online may be accessible to anyone and should use their judgement before posting
- are aware that images, such as those on Snapshot may still be accessed by others and a permanent record of them made, for example, by taking a screen shot of the image with a mobile phone
- observe confidentiality and refrain from discussing any issues relating to work
- not share information they would not want children, parents or colleagues to view
- set privacy settings to personal social networking and restrict those who are able to access
- not accept service users/children/parents as friends, as it is a breach of professional conduct
- report any concerns or breaches to the designated person in their setting
- not engage in personal communication, including on social networking sites, with children and parents with whom they act in a professional capacity. There may be occasions when the practitioner and family are friendly prior to the child coming to the setting. In this case information is shared with the manager and a risk assessment and agreement in relation to boundaries are agreed

Use/distribution of inappropriate images

- Staff are aware that it is an offence to distribute indecent images and that it is an offence to groom children online. In the event of a concern that a colleague is behaving inappropriately, staff advise the designated person who follow procedure 06.2 Allegations against staff ,volunteers and agency staff.

13 Online Learning Journals

Family Policy –Early Years on-line Learning Journal

At ABC Nursery & Preschool we use the secure on-line system Family which allows staff and parents to access the information via a personal password protected login. Whilst the children have a key worker all staff are encouraged to capture observations for all children in the class.

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

Observations input into the Family system are usually moderated by a senior member of staff before being added to the child's Learning Journey. Parent access allows them to comment (or reply) to observations that staff have input, as well as adding their own observations and photos or videos. Parents logging into the system are only able to see their own child's Learning Journey.

As part of our on-line safeguarding policy parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journeys, and to protect images of other children that may appear in any photos contained in their child's Learning Journey. This is separate from our photography and use of images consent form as the information is not-accessible without a personal log-in.

Safe Use Agreement

Staff should log out of Family app / programme when they have finished in order to maintain confidentiality.

Staff must not share log in or password details with anyone not employed by ABC nursery and preschool.

Staff should not share any information or photographs relating to children with any person not employed by the nursery.

Staff will take all responsible steps to ensure the safe keeping of any portable devices. Eg ipad that they are using and report any missing devices.

If accessing Family on a private computer, or not on ABC Nursery premises, staff must maintain confidentiality and professionalism.

All entries on Family must be appropriate and relevant.

All entries on Family remain the property of ABC Nursery & Preschool.

At all times staff must comply with the Child Protection /Safeguarding policies of the nursery and Internet Safety policies.

Note –Should we find parents / carers using Family inappropriately their access may be terminated.

14 Settling In and transitions

Prime times – Settling in and transitions

To feel securely settled and ready to learn, children need to form attachments with the adults who care for them, primarily a key person, but others too. In this way they feel part of a community; they are able to contribute to that community and receive from it. Very young children, especially two- to three-year-olds, approach separation from their parent with anxieties, older children have a more secure understanding of ‘people permanence’ and are able to approach new experiences with confidence; but also need time to adjust and feel secure. It is the entitlement of all children to be settled comfortably into a new environment.

We follow a three-stage model of settling in based on three key needs:

1. Proximity - Babies and young children feel safest when a familiar adult, such as a parent, is present when they are getting used to a new carer and new surroundings. In this way they can become confident in engaging with those experiences independently later on.
2. Secure base – Because the initial need for proximity of the parent has been met, babies and young children gradually begin to feel secure with a key person in a new surrounding so that they are able to participate independently for small periods of time.
3. Dependency – Babies and young children are able to separate from parents’ and main carers when they have formed a secure attachment to their key person who knows and understands them best and on whom they can depend for their needs to be met.

The setting manager and key person explain the need for settling in and agree a plan with the parents.

Settling-in for babies, children under two and those with SEND

- Start times for babies are staggered to allow sufficient one to one time with each child and parent.
- Babies should at least be at stage 2 of settling before the key person begins settling another child.
- Where a number of babies need to start – key persons can start settling one child in the morning and another in the afternoon. In their first week, children who are settling in will not stay all day.
- If a child has been identified as having SEND then the key person/SENCO and parents will need to identify and address potential barriers to settling in e.g. timings of medication and invasive procedures, specific routines and levels of support.

Promoting proximity

- For the first few days, the parent attends with the baby and does not leave for any time.

- One to two hours is sufficient for a baby and parent to attend on any one day initially.
- On the first day, the key person shows the parent around, introduces members of staff, and explains how the day is organised, making the parent and child feel welcome and comfortable.
- The key person always greets the parent and child. (Shift patterns may need to be adjusted when settling in.)
- The parent is invited to play with their child and the key person spends time with them. As much time as possible is allowed for the key person to do this.
- Over subsequent days, depending how the child is responding, the parent is invited to attend other significant times of the day, including lunch, sleep and afternoon play.
- At this time, the key person does not change or feed the baby but observes the parent's handling of the baby and how the baby responds.
- The key person will engage the baby in eye contact but not rush to handle or hold the baby if this causes them distress.
- The key person observes to see if the baby is recognising them, beginning to explore the environment (if able), noting what they seem to like and making sure it is available the next day.

Promoting secure base

- When the young child has experienced different times of the day, these are then fitted together to establish continuity of the day.
- The parent now attends with the baby for the whole morning including lunch time. During this time, the key person and parent establish how the baby is getting to know the key person. They note when the baby seems distressed and when the baby is happy and build on this.
- If the baby is responding to the situation with smiles and eagerness to be held, then the baby is ready for the parent to spend short periods of time away in another part of the building. If signs of distress are still apparent then the separation will be approached more slowly, starting with the parent staying in the room, but taking a 'back seat', while the key person spends time with the baby.
- When the parent leaves, they always say goodbye and say they are coming back. Parents should never slip away without the baby noticing; this leads to greater distress.
- Gradually, time out of the room is extended from 10 to 20 minutes, and then 30 minutes.
- When baby can comfortably cope with 30 minutes, the key person and parent plan the next stage.
- Parents can be asked to bring in a recently worn tee shirt or scarf that smells of them. Babies will often settle if they can smell the familiar smell of the parent. Some

parents may agree to send in a recording of a song that they sing to get their baby to sleep, especially if it is in their home language.

Promoting dependency

- Attachment can be seen when the baby shows signs that they are happy to transfer their need to be dependent onto the key person. Key persons look for signs such as the baby being pleased to see them, looking for them when distressed, holding out their arms to be held, establishing eye contact, responding to play, feeding and taking comfort from the key person.
- Parents can now leave their baby for longer, until the baby can cope with a longer day.
- After 4-6 weeks, the key person reviews the settling in plan with the parent and discusses how well the child has settled. They discuss problems that may have arisen and plan how they will be overcome. They plan for the next few weeks and set a time to review. As babies and toddlers grow and change so rapidly, meeting every 6 weeks is recommended.

Part-time babies and toddlers

- Part-time babies have the same needs when settling in as full-time babies. However, part-time attendance means that there may be gaps between times the baby is in one week to the next.
- During settling in the baby and parent attend every day, even on the days when they will not usually, until the baby is settled and comfortably attached to the key person. Then the normal pattern of attendance should commence.
- A settling in review takes place after 6 weeks for the key person and parent to discuss how well the baby has settled, formed an attachment and adapted to the setting. Any adverse changes of behaviour at home (or in the setting) are addressed as a sign of separation difficulty.

When babies do not seem to settle

- It is not good for babies to be in a setting when they are acutely distressed and anxious. A baby who is not securely attached and settled is overwhelmed with fear. They are unable to participate in any activity and do not learn. It is not in their immediate or long-term interest to attempt to prolong what is an agonising experience for them.
- A highly distressed baby will need 1:1 attention consistently; their distress will upset other babies and put stress on staff. If this is the case, the key person discusses with the manager or deputy.
- Attempts are made to reduce anxiety and distress through a planned approach with the parent.
- The 3 stages of settling-in are reviewed and the plan is pitched back at the appropriate stage.
- Particular triggers of distress are discussed to see what can be done to alleviate it.

- If all attempts have been made and the baby or toddler still cannot cope without the parent, then the place is offered only with the parent attending. In some cases it may be appropriate to withdraw the place and help the parent consider alternatives. For a child 'in need' this may need to be discussed with the social care worker, where one is allocated to the child, health visitor or referring agency.

When a parent is unable or refuses to take part in settling in

- Information about the 'settling in' plan is given at the first visit and the reasons are explained.
- If the parent feels that this will be difficult – perhaps another close relative can come in instead.
- Genuine difficulties need to be handled sensitively, but generally speaking this is not an issue where the parent has a choice not to attend with their child. A parent who refuses to take part in settling in may have the offer of the place withdrawn.

Prolonged absences

- If babies or toddlers are absent from the setting for any for periods of time beyond one or two weeks, their attachment to their key persons will have decreased and will need to be built up again.
- Parents are made aware of the need to 're-settle' their children and a plan is agreed.

Moving up from baby room to the main room

- One-year olds are not moved to the main room before their second birthday or before they can cope; they are given the opportunity to visit the main group as part of a normal day and participate in play and join in at mealtimes, becoming familiar with adults, children and the environment.
- When approaching their second birthday, and when a vacancy arises, a new key person is identified. The key person discusses the plan for the child moving up with the parents.
- The baby room key person and the parents agree how the child will be settled; ideally parents spend time with their child and new key person before the move takes place.
- The current key person will spend time with the child in the new group, liaising with the new key person and ensuring that the child is familiar with all the main times of the day.
- The child gradually spends more time with the new key person until they can cope in their new room.

Two-year-olds starting a setting for the first time

- A two-year-old may have little or no experience of group care. As part of gathering information from parents, it is important to find out about the child's experience of non-parental care, for example grandparents, or childminder; this informs staff as to how a child may respond to a new situation.
- The three-stage approach involving Proximity, Secure Base and Dependency/Independence is applied to two-year-olds as to younger children.

- After the induction meeting with the setting manager or deputy and key person, a settling-in plan is drawn up. Where possible, a home visit is carried out for the same purpose.
- To settle in a two-year-old, the setting will go through the same process of gradually increasing the time a child attends with a parent/carer during the proximity stage.
- On the first day, the parent attends with the child, and stays for the morning (less if the child becomes tired). On day two, the parent stays longer and on day three stays until, and including lunch
- It is evident that the child is developing a sense of secure base when he or she shows interest in activities and begins to engage with the key person and other children. Then the parent/ carer may gradually start to spend short periods of time in another room to see how the child responds, this time increases until the child can manage a whole session without the parent.
- Separation causes anxiety in two-year-olds, as they have no concept of where their parents have gone. Parents should always say goodbye and tell them when they will return. Patience with the process will ensure children are happy and eager to come to play and be cared for in the setting.

Three- and four-year-olds

- Most children of this age can move through the stages more quickly and confidently.
- Some children take longer, and their needs for proximity and secure base stages should be accommodated as much as possible.
- Some children appear to leap to dependency/independence within a couple of days. In most cases, they will revert to the need for proximity and secure base. It can be difficult to progress to true dependency/independence and this can be frustrating.
- After the parent attends for an induction meeting with the setting manager or deputy and key person, (or in some circumstances a home visit), a settling-in plan is drawn up.
- On the first day, the parent attends with the child and stays for the morning (less if the child becomes tired), on day two, longer and the next day stays until and including lunch (if full day care).
- If the child shows interest in the activities and is beginning to engage with the key person and other children, the parent spends time in the parent room (if available) to see how the child responds.
- Parents are encouraged to explain to their child where they are going, and that they will return.
- If by the fifth day, the child is able to spend more time without the parent, the child may be ready for a short day or session the following week, progressing to a full day or session very soon.

For children whose first language is not English

- For many children learning English as an additional language, the stage of proximity takes longer as the child is dependent upon the parents' input to make sense of what is going on.
- If the parent does not speak English, efforts are made to source an interpreter for induction; it will be helpful for them to see around the setting and be clear about their role in interpreting in the play area.
- The settling-in programme is explained to the parent, and it is emphasised how important it is that they stay with the child and talk to him/her in the home language to be able to explain things.
- Through the interpreter, the key person will try to gauge the child's level of skills in their home language; this will give the key person an idea of the child's interests and levels of understanding.
- The need for the parent to converse in the child's home language is important.
- The key person makes the parent feel welcome using smiles and gestures.
- With the parent, make a list of key words in the child's home language; sometimes it is useful to write the word as you would pronounce it. These words will be used with the child and parents will be addressed with 'hello' and 'goodbye' in their language.
- The key person prepares for the child's visits by having a favourite toy or activity ready for the child to provide a means to interact with the child.
- Children will be spoken to as per any other child, using gestures and facial expressions to help.
- When the child feels happy to spend time with the key person (secure base), the parent should spend time outside of the room.
- Progress with settling in will be done as with any other child; it just takes a little longer to reach dependency/independence..

15 Behaviour Management

Our nursery believes that children flourish best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their individual personalities. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way, which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- recognise the individuality of all our children
- encourage self-discipline, consideration for each other, our surroundings and property
- encourage children to participate in a wide range of group activities to enable them to develop their social skills
- work in partnership with parents and carers by communicating openly
- by praising children and acknowledging their positive actions and attitudes, we hope to ensure that children see that we value and respect them
- encourage all staff working with the children to accept their responsibility for implementing the goals in the policy
- promote non-violence and encourage the children to deal with conflict peaceably
- provide a key worker system enabling staff to build a strong and positive relationship with children and their families
- have a named person who has overall responsibility for issues concerning behaviour.

The named person: Stephanie Black will keep up to date with legislation and research and thinking on handling children's; access relevant sources of expertise on handling children's behaviour; attend regular external training events, and check that all staff relevant in-service training on handling children's. A record will be kept of staff attendance at this training

We recognise that codes for interacting with other people vary between cultures and staff are required to be aware of this and respect those used by members of the nursery.

Nursery rules are concerned with safety and care and respect for each other. Children who behave inappropriately by physically abusing another child or adult or by verbal bullying may be removed from the group. The child who has been upset will be comforted and the adult will confirm that the other child's behaviour is not acceptable. It is important to acknowledge that a child is feeling angry or upset and that it is the behaviour we are rejecting, not the child.

When children behave in unacceptable ways:

- physical punishment such as smacking or shaking will be neither used nor threatened
- children will not be singled out or humiliated in any way. Staff within the nursery will redirect the children towards alternative activities. Discussions with children will take place respecting their level of understanding and maturity
- staff will not raise their voices in a threatening way
- in any case of misbehaviour, it will always be made clear to the child or children in

question, that it is the behaviour and not the child that is unwelcome

- how a particular type of behaviour is handled will depend on the child and the circumstances. It may involve the child being asked to talk and think about what he or she has done. It may be that the child will not be allowed to make his or her own choice of activities for a limited period of time
- parents will be informed if their child is persistently unkind to others or if their child has been upset. In all cases inappropriate behaviour will be dealt with in nursery at the time. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between home and nursery. In some cases we may request additional advice and support from other professionals, such as an educational psychologist or child guidance counsellor
- children need to develop non-aggressive strategies to enable them to stand up for themselves so that adults and children listen to them. They need to be given opportunities to release their feelings more creatively
- confidential records will be kept on any negative behaviour that has taken place. Parents/carers will be informed and asked to read and sign any entries concerning their child
- if a child requires help to develop positive behaviour, every effort will be made to provide for their needs
- through partnership with parents/carers and formal observation, staff will make every effort to identify the unwanted behaviour and the causes of that behaviour.

From these observations and discussions an individual behaviour modification plan will be implemented

- children will be distracted from the negative situation and supported in a different activity or environment, if necessary for their own well-being and that of others in the group.

Anti-bullying

Children need their own time and space. It is not always appropriate to expect a child to share and it is important to acknowledge children's feelings and to help them understand how others might be feeling.

Children must be encouraged to recognise that bullying, fighting, hurting and racist comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened.

Any form of bullying is unacceptable and will be dealt with immediately. At our nursery, staff follow the guidelines below to enable them to deal with challenging behaviour:

- staff are encouraged to ensure that all children feel safe, happy and secure
- staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- children need to be helped to understand that using aggression to get things is wrong and will be encouraged to resolve problems in other ways
- our staff are encouraged to adopt a policy of intervention when they think a child is being bullied, however mild or "harmless" it may seem
- the staff are ready to initiate games and activities with children, when they feel play has become aggressive, both indoors or out

- any instance of bullying will be discussed fully with the parents of all involved, to look for a consistent resolution to the behaviour
- if any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only by co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery.

By positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society.

16 Nutrition & Mealtimes/Oral Health

- Meal times should be a happy, social occasion for staff and children alike. Positive interactions should be shared at these times and enjoyed. ABC Nursery and Pre-school is committed to offering children with healthy, nutritious and balanced meals and snacks which meet individuals needs and requirements.
We provide nutritionally sound meals and snacks which promote health and reduce the risk of obesity and heart disease that may begin in childhood.
- We follow the main advice on dietary guidelines and the legal requirements for identifying food allergens when planning menus based on the four food groups:
 - meat, fish, and protein alternatives
 - milk and dairy products
 - cereals and grains
 - fresh fruit and vegetables.
- Following dietary guidelines to promote health also means taking account of guidelines to reduce risk of disease caused by unhealthy eating.
- Parents share information about their children's particular dietary needs with staff when they enrol their children and on an on-going basis with their key person. This information is shared with all staff who are involved in the care of the child.
- Foods provided by the setting for children have any allergenic ingredients identified on the menus.
- Care is taken to ensure that children with food allergies do not have contact with food products that they are allergic to.
- Risk assessments are conducted for each individual child who has a food allergy or specific dietary requirement.

Legal references

Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs.

Food Information Regulations 2014

The Childcare Act 2006

Oral health

The setting provides care for children and promotes health through promoting oral health and hygiene, encouraging healthy eating, healthy snacks and tooth brushing.

- Fresh drinking water is available at all times and easily accessible.
- Sugary drinks are not served.
- In partnership with parents, babies are introduced to an open free-flowing cup at 6 months and from 12 months are discouraged from using a bottle.

- Only water and milk are served with morning and afternoon snacks.
- Children are offered healthy nutritious snacks with no added sugar.
- Parents are discouraged from sending in confectionary as a snack or treat.
- Staff follow the Infant & Toddler Forum's Ten Steps for Healthy Toddlers.

Identification, assessment and support for children with SEND

We have regard for the Special Educational Needs and Disability (SEND) (DfE and DoH 2015) which states that local authorities must ensure that all early years providers that they fund in the maintained, private, voluntary and independent sectors are aware of the requirement on them to meet the needs of children with SEN and disabilities. When securing funded early education for two, three- and four-year-olds local authorities should promote equality and inclusion for children with disabilities or SEN; this includes removing barriers that prevent access to early education and working with parents to give each child support to fulfil their potential. During the Covid outbreak we will review and update children's SEN support plans more frequently to ensure their progress and well-being.

The term SEN support defines arrangements for identifying and supporting children with special educational needs and/or disabilities. We are required to offer appropriate support and intervention and to promote equality of opportunity for children that we care for. Children's SEND generally falls within the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Graduated approach

Initial identification and support (identifying special educational needs)

- Ongoing formative assessment forms part of a continuous process for observing, assessing, planning and reviewing children's progress.
- Children identified as having difficulty with one or more area of development should be given support by applying some simple strategies and resources.
- For most children application of some simple differentiation approaches will be enough to build confidence and help the child develop, SEN Support: **Initial record of concern** form can be used for this purpose.
- If despite applying differentiated strategies a child continues to struggle and is showing significantly more difficulty with learning than their peers or has a disability which requires specific adjustments, then the key person should raise a concern with the setting's SENCo/setting manager and the child's parents.

Observation and assessment of children's SEN

Where a child appears to be behind expected levels, or their progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting.

- Information can be collated from formal checks such as the progress check at age two, observations from parents and observation and assessment by the setting of the child's progress.
- When specialist advice has been sought externally, this is used to help determine whether or not a child has a special educational need (SEN).
- The child's key person and SENCo/Manager use this information to decide if the child has a special educational need.
- If the decision is that the child does have a SEN and the parents are not already aware of a concern, then the information is shared with them. Once parents have been informed, they should be fully engaged in the process, contributing their insights to all future actions for their child.

Planning intervention

- Everyone involved with the child should be given an opportunity to share their views. Parents should be encouraged to share their thoughts on the child's difficulties and be involved in the decision as to what will happen next.
- A first intervention option may be to carry on with applying differentiated support and to review the child's progress at an agreed date. If the child's needs are more complex, then the decision maybe to go straight ahead and prepare 09.13b SEN support: Action plan with detailed evidence-based interventions being applied straight away and simultaneously external referrals made.
- If relevant, then the child should be appropriately included in development of the action plan but only at a level which reflects their stage of comprehension.
- **SEN support: Action plan** described below, ensures that children that are identified, or suspected of having a SEN will receive the right level of support and encouragement with their learning and development as early as possible.

Involving the child

- The SEND Code of Practice supports the rights of children to be involved in decisions about their education.
- Inclusion of children with SEND helps build self-confidence and trust in others.
- Ascertaining children's views may not be easy, a range of strategies will be needed.
- Accurate assessment helps identify children's strengths and possible barriers to learning.
- The key person and setting manager/SENCo work in partnership with parents and other agencies to involve the child wherever appropriate.
- Children are involved at appropriate stages of the assessment and to their level of

ability.

- Establishing effective communication is essential for the child's involvement.

SEN action plan

- SEN support: Action plan, should show what support is required to help achieve outcomes for the child and detail the frequency of these interventions and who will apply them and with what resources.
- A review date (at least termly) should be agreed with the parents so that the child's progress can be reviewed against expected outcomes and next steps agreed.
- A copy of the plan is stored in the child's file so that any other member of staff or an inspector looking at the file will see how the child is progressing and what interventions have been or are being applied.
- If a child requires specific medical interventions during their time in the setting, **Health care plan form** should also be completed and integrated into the general plans to ensure the child's medical needs are known and safely met.
- The action plan should provide an accessible summary of the child's needs, which can be used if further assessment is required including a statutory Education Health and Care (EHC) Assessment, and development of an EHC plan.

Drawing up a SEN action plan

- If external agencies are already involved at this stage, then they should also be invited to help decide on what appropriate interventions are needed to help meet outcomes for the child. The SENCo/setting manager should take the lead in coordinating further actions including preparation of the action plan and setting short-term targets.
- Where there are significant emerging concerns (or an identified special educational need or disability) targeted action plans are formulated that relate to a clear set of expected outcomes and stretching targets.
- SEN support: Action plan, highlights areas in which a child is progressing well; areas in which some additional support might be needed and any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It describes the activities and strategies the provider intends to adopt to address any issues or concerns.
- Planned intervention should be based on the best possible evidence and have the required impact on progress with longer-term goals covering all aspects of learning and development and shorter-term targets meeting goals.
- The plan should focus on the needs of the child, the true characteristics, preferences, and aspirations of the child and involvement of the parents with a clear set of targets and expected outcomes for the child. Effective planning at this stage should help parents and children express their needs, wishes, and goals:
 - focus on the child as an individual and not their SEN label

- be easy for children to understand and use clear ordinary language and images, rather than professional jargon
 - highlight the child strengths and capacities
 - enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
 - tailor support to the needs of the individual
 - organise assessments to minimise demands on families
 - bring together relevant professionals to discuss and agree together the overall approach
- If the child fails to make progress and multi-agency support is sought, then it is at this point that Early Help/CAF assessment should be considered.

Record keeping

If a child has or is suspected of having a SEN, a dated record should be kept of:

- the initial cause for concern and the source of this information, (the progress check at age two and/or outcomes of previous interventions). SEN support: Initial record of concern form can also be used for this purpose drawing information from other sources
- the initial discussion with parents raising the possibility of the child's SEN
- the views of the parents and other relevant persons including, wherever possible, the child's views;
- the procedures followed with regard to the Code of Practice to meet the child's SEND e.g. SEN action plan, referrals to external agencies and for statutory assessment
- evidence of the child's progress and any identified barriers to learning
- advice from other relevant professionals; and all subsequent meetings with parents and other persons and any subsequent referrals

Records may include

- observation and monitoring sheets
- expressions of concern
- risk assessments
- access audits
- health care plans (including guidelines for administering medication)
- SEN action plans
- meetings with parents and other agencies
- additional information from and to outside agencies
- agreements with parents

- guidelines for the use of children's individual equipment; Early help CAF referrals
- referral to the local authority identifying a child's special educational needs and request for statutory Education, Health, Care (EHC) needs assessment; and a copy of an EHC plan

Seeking additional funding/enhanced/top up

If the child's needs cannot be met from within the setting's core funding, then it will be at this point that the evidence collated will be used to apply for top up/enhanced funding from the local authority's inclusion fund. If a new or existing child is disabled, then the setting should check if the family is in receipt or have applied for Disability Living Allowance. If so, the setting will be able to apply to their local authority for the local Disability Access Fund.

Statutory education, health and care (EHC) assessment and plan

Statutory assessment

- If a child has not made progress, then the next steps may be for the child to undergo an Education, Health and Care Assessment.
- If a child is under compulsory school age, the local authority will conduct an EHC needs assessment if they consider that the child's needs cannot be met within the resources normally available to the early years setting.
- Children aged under age two are eligible where an assessment has indicated that the child is likely to have SEN which requires an EHC plan when they reach compulsory school age.
- When a child's needs appear to be sufficiently complex, or the evidence suggest specialist intervention then the local authority is likely to conclude that an EHC plan is necessary
- The local authority should fully involve the parent and must seek advice from the setting in making decisions about undertaking an EHC assessment and preparing an EHC plan.
- Settings should prepare by collating information about the child's SEND including:
 - documentation on the child's progress in the setting
 - interventions and support provided to date
 - evidence of external agency assessment, support and recommendations
 - parental views and wishes (and where appropriate those of the child)The information will then be submitted to the local authority to allow them to accurately assess the child in the context of the support already given.
- The local authority must inform the child's parents of their decision within six weeks of receiving a request for an assessment and give its reasons for their decision. If the local authority decides to conduct an assessment, it must ensure the child's parents are fully included right from the beginning and are invited to contribute their views. If the local authority subsequently decides not to conduct an assessment it must

then inform the parents of their right to appeal that decision, of the requirement for them to consider mediation should they wish to appeal.

- If the local authority decides that a statutory EHC plan is not necessary, it must notify the parents and inform the provider, giving the reasons for the decision. This notification must take place within 16 weeks of the initial request or of the child having otherwise been brought to the local authority's attention.
- If the decision following an assessment is to compile an EHC plan the local authority should consult collaboratively with the parents in the preparation of the plan ensuring that their views and their child's preferences are taken into account and that plans describe positively what the child can do and has achieved to date.
- Plans are evidenced based and focus on short term outcomes and long-term aspirations for the child including family and community support. Parents have the right to request a particular provision for their child to be named within their EHC plan.
- If an early years setting is named, the local authority must fund this provision. They cannot force a setting to take a child and can only name the provision in the EHC if the setting agrees.
- Local authorities should consider reviewing an EHC plan for a child under age five at least every three to six months. Such reviews would complement the duty to carry out a review at least annually but may be streamlined and not necessarily require the attendance of the full range of professionals, depending on the needs of the child. The child's parents must be fully consulted on any proposed changes to the EHC plan and made aware of their right to appeal to the Tribunal.

External intervention and support

Where external agency intervention has been identified to help support a child with SEND then this intervention should be recommended in writing by a suitably reliable source such as a speech and language therapist, paediatrician or educational psychologist.

Further guidance

Special Educational Needs and Disability (SEND) (DfE and DoH 2015)
www.gov.uk/government/publications/send-code-of-practice-0-to-25

Ready, Steady, SENCO (Pre-school Learning Alliance 2018)

17 Students

The nursery is committed to sharing best practice with those wishing to pursue a career in childcare. Therefore, students will be welcome to join our staff and gain work experience within our nursery. We welcome the chance to encourage training. We accept student placements and recognise this as an opportunity to examine and revise our own practice. We will only have one student in each room at a time as we feel this benefits the student and reduces unnecessary pressure on staff members. We do, however, accept small groups or occasional placements when research or studies are being carried out that will be of benefit to childcare.

Students are expected to be associated with a recognised child related course, or on occasions, pupils from local secondary schools on work experience. Placements will be offered after discussions with the appropriate tutors, and close links have been established with the college or school.

Students will attend a pre-visit to the nursery for an interview, followed by their student induction and nursery tour. At this time students will have the opportunity to read and discuss relevant health and safety policies, receive a copy of the Student Handbook which includes their hours, dress code, nursery telephone number and important policies and procedures such as confidentiality, Health and Safety, Manual handling and what to do in a fire drill. They will also have to sign their contract in readiness for their first day:

- students will be supervised at all times by a member of staff assigned to them and will not be left alone with the children
- we require students to keep to our confidentiality policy
- it is expected that during the student's placement, their tutor will visit the nursery or have verbal communication with the student co-ordinator to receive feedback about the student's progression from the manager and the students mentor
- students will be offered support and guidance throughout their placement and offered constructive honest feedback in respect of their performance. Staff will respect individual students' needs and abilities and will aid their development
- an accurate evaluation of ability and performance for both students and training providers will be provided and the nursery will support students who are experiencing difficulties with action plans if needed
- to maintain parent partnerships, parents will be informed of when students are present in the nursery by way of the parent notice board. Wherever possible this will be accompanied by a recent photograph of the student.

All students on placement must adhere to the same codes of conduct as permanent staff and this also applies to time-keeping and dress codes. Confidentiality must be upheld at all times. Students are attached to a senior member of staff (their mentor), who supervises their work and will explain the safety and fire requirements. All students are encouraged to contribute fully to the nursery routine and to spend some time in each area. Students must not be left alone with children and they should only be allowed to change nappies when supervised.

18 Arrivals & Departures

Prime times of the day make the very best of routine opportunities to promote 'tuning-in' to the child emotionally and to create opportunities for learning. Arrivals and departures are key times in the day when children need support from their carer to make the transition smooth and happy; these times of day also pose a certain level of risk as parents and carers come and go. All staff are aware of the potential risks and take measures to minimise them.

Arrivals

- Whenever possible the key person or back up key person always greets young children. This ensures that young children are received into the setting by a familiar and trusted adult.
- The key person who greets the child marks their presence and time of arrival in the online register.
- If a child who is expected fails to arrive, this is recorded on the child's personal file and the setting manager is immediately notified so that they can contact the child's parents to find out why the child is absent following the absence procedure.
- The key person greets the parents and takes time to hear information the parents need to share. They inform the parents of aspects of the day, such as if there is an agency member of staff or flexible worker in, which members of staff will be around later when parents collect their child, any planned outings, or special planned event.
- Always ensure that the parents say goodbye to their child and say when they are coming back, such as 'after tea', rather than just 'later'.
- If the member of staff receiving the child is not the key person, the member of staff will hand over the information shared by the parents to the key person when they arrive.

Injuries noted on arrival

- If a child is noted to have visible injuries when they arrive at the setting procedure is followed.

Changing shifts and handing over information

- When the key person leaves or goes on a break, they handover the care of the child to a 'back-up' key person.
- If someone other than the key person receives the child, he/she will share any information from the parent and write a note for the key person. Confidential information should be shared with the setting manager to pass on.
- The key person shares information with the back-up key person, in this way they ensure that all information is passed on to the parent in the key person's absence.

Departures

- Children are prepared for home, with clean faces, hands and clothes if required.

- The key person always aims to greet parents when they arrive, ensuring that the person who has arrived to collect the child is named on the application form.
- Only persons aged over 16 years should normally collect children. If a parent has no alternative, then this is agreed with the setting manager and a risk assessment completed and signed by the parent. In all cases the setting manager will ask the parents to ensure that in future alternative arrangements are made. If the parent is under 16 years of age a risk assessment will be completed.
- Practitioners verbally exchange information with parents.
- If someone other than the key person is with the child at the end of the day, the key person should pass general information to the other staff or write a note for the parents. Confidential information should be shared with the setting manager to pass on.

Maintaining children's safety and security

Arrivals and departures pose a particular threat to the safety and security of the children, particularly when parents arrive at the same time or when in shared premises. To minimise the risk of a child leaving the building unnoticed, the setting manager conducts a risk assessment that identifies potential risks and the measures put in place to minimise them, such as staff busy talking to individual parents or doors left ajar. The risk assessment is shared with their line manager and is updated as and when required. Arrivals and departures are taking place at the entrance as this minimalizes the settling in period for children .

19 Staff Development , Training & Uniform

The nursery highly values its staff. It is in the interests of the nursery, the children, families, and the individual, that each staff member be given the opportunity to develop their skills to their maximum and to broaden their knowledge and skills in caring for children.

Personal and professional development is essential to maintaining the quality and delivery of high quality care and education for young children in early years. It underpins all aspects of curriculum delivery and positive interactions. At ABC Nursery and Pre-school we ensure that 75% of staff are qualified to Level 3 or equivalent in childcare and education. Other staff working at the nursery will either be qualified to Level 2 or undertaking training or have a wealth of child care experience. We strongly promote constant professional development and all staff have individual training records and training plans to enhance their skills and expertise.

To facilitate the development of staff we:

- coach, lead and role model with staff, and offer encouragement and support to achieve a high level of morale and motivation
- promote teamwork through ongoing communication, involvement and a no blame culture to enhance nursery practice
- provide opportunities for delegation based on skills and expertise to offer recognition and stimulate staff
- encourage staff to contribute ideas for change within the nursery and hold regular staff meetings and team meetings to develop these ideas. Regular meetings are also held to discuss strategy, policy and curriculum planning
- encourage staff to further their experience and knowledge by attending relevant external training courses
- encourage staff to pass on their knowledge to those who are less experienced and disseminate knowledge from external training to small groups of staff within the nursery
- provide regular in-house training relevant to the needs of the nursery
- carry out regular tri monthly supervisions with all staff. Staff appraisals are carried out every year and reviewed 6monthly where objectives and action plans for staff are set out, whilst also sourcing training according to their individual needs
- develop a training plan addressing both qualifications and continuous professional development needs of the setting and of individual staff
- promote a positive learning culture within the setting
- delegate responsibilities according to an individual's expertise
- offer annual team building training
- cascade information and hold regular internal training events
- carry out training needs analysis for all individual staff, the team as a whole, and for the nursery every six months
- carry out full evaluations of all training events and use these to evaluate the training against the aims set to enable the development of future training programmes to improve effectiveness and staff learning
- provide inductions to welcome all new staff and assign a 'work-buddy' to coach and support new staff
- offer ongoing support and guidance

- offer to staff varied information sources including membership to local and national organisations, resources, publications and literature.

Uniform Policy

At ABC nursery and Pre-school Our Dress Code is designed to: - Promote safety and the prevention and control of infection by ensuring all staff wear clothing that is appropriate to their working environment. - Ensure the personal appearance of our staff contributes to a positive, professional image and promotes confidence in what we do. - All clothes must be work-appropriate to ensure children are able to engage in all learning experiences

All employees working with the nursery will be provided with: -

- Staff will be supplied with a nursery uniform consisting of logo polo shirt, sweat shirt, possible fleeces - Purchasing of new uniform will be every 12-18months. An allowance per employee will be based on contractual hours and number of days worked per week.
- Staff will be expected to:
 1. Purchase plain black or navy trousers/jeans/smart joggers
 2. shorts can be worn in the summer period (May to September) but of longer length appropriate length, no 'short shorts'
 3. Sleeveless vests or plain t shirts can be worn during hot months- no low-cut tops, crop tops or revealing clothing allowed
 4. Skirts of knee length black or navy can be worn
 5. Leggings or tracksuit bottoms can be worn if smart, good quality and not see through.
 6. Shoes should be enclosed and flat, comfortable and practice for the work you do. Please refrain from flip flops or open toe shoes during the summer months.
 7. Shoes ideally to be black or of a suitable colour
 8. Make up should be simple and discreet
 9. Hair should be clean, neat and tidy.
 10. Long hair should be tied when dealing with food or personal care.
 11. Staff should attend work with suitable clothing to support the children in their play and learning experiences throughout the day for example suitable jacket or coat for outdoors, suitable footwear for wet weather.
 12. Jewellery is worn at the risk of the employee and not the responsibility of the nursery.
- Staff are asked not to wear large logos/slogans or branding on their clothing
- Staff should be attending wearing the provided uniform each day.

Uniform during pregnancy:

The nursery recognises that during the later stages of pregnancy it may not be possible to continue to wear the required uniform. Nursery managers will meet with pregnant employees regularly to discuss their wellbeing and make reasonable adjustments where deemed possible. It is essential that any changes meet the safety and prevention of infection.

20 Confidentiality

The nursery's work with children and their families will bring us into contact with confidential information. It is a legal requirement on the nursery to hold information about the children and families using the nursery and the staff working at the nursery. This information is used for registers, invoices and for emergency contacts. However, all records will be stored in a locked cabinet in line with data protection registration.

It is our intention to respect the privacy of children and their families and we will do so by:

- storing confidential records in a locked filing cabinet
- ensuring that all staff are aware that this information is confidential and only for use within the nursery
- ensuring that parents have access to files and records of their own children but not to those of any other child
- gaining parental permission for any information to be used other than for the above reasons
- the staff, through their close relationship with both the children and their parents, may learn more about the families using the nursery. All staff are aware that this information is confidential and only for use within the nursery setting. If any of this information is requested for whatever reason, the parent's permission will always be sought. Staff do not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person. Students on placement in the nursery are advised of our confidentiality policy and required to respect it
- issues concerning the employment of staff remains confidential to the people directly involved with making personnel decisions
- any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a "need-to know" basis. If, however, a child is considered at risk, our child protection policy will override confidentiality.

All the undertakings above are subject to the paramount commitment of the nursery, which is to the safety and well being of the child.

21 Dealing with Racial Harassment

We have the duty to create and implement strategies in the nursery to prevent and address racism. Such strategies include:

- that the nursery records all racist incidents
- that all recorded incidents are reported to the children's parents/carers, and when appropriate to the registering authority.

Parents have a right to know when racism occurs and what actions the nursery will take to tackle it.

In the Race Relations Act 1976 Section 71 there is a statement of the duty to 'promote harmony and good relations' between different groups in society. We have a statutory responsibility to monitor, review and eliminate racial discrimination.

Definition of racial harassment

'Violence which may be verbal or physical and which includes attacks on property and people because of their race, nationality, ethnic origins – when the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism' – (Commission for Racial Equality).

Incidents may involve a small or large number of persons, they may vary in their degree of offence and may not even recognise the incident has racial implications; or at the other extreme their behaviour may be quite deliberate and blatant.

Examples of racial harassment:

- physical assault against a person or group of people
- derogatory name calling, insults and racial jokes
- racist graffiti and other written insults
- provocative behaviour such as wearing racist badges and insignia and the distribution of racist literature
- threats against a person or group of people because of their colour or race
- discriminatory comment including ridicule made in the course of discussions in class or elsewhere
- patronising words or actions.

Procedure

1. all staff in the nursery should be constantly aware and alert of any racial harassment taking place
2. they must intervene firmly and quickly to prevent all forms of racial harassment. Any allegation should be taken seriously and reported to the nursery manager
3. each incident should be investigated and recorded in detail as accurately as possible. This record should be available for inspection by staff, inspectors and parents where appropriate, on request
4. the nursery manager is responsible for ensuring that incidents are handled appropriately and sensitively and entered in the record book. Any pattern of behaviour should be indicated. Perpetrator/victim's initials may be used in the record book as information on individuals is confidential to the nursery
5. where an allegation is substantiated following an investigation, the parents of the child/ren who are perpetrators and victims should be informed of the incident and of the

outcome

6. continued racial harassment may lead to exclusion but such steps should only be taken when other strategies have failed to modify behaviour

7. adults found to be perpetrators must be reported immediately to the manager.

Racial harassment needs to be recorded to ensure that:

- strategies are developed to prevent future incidents
- patterns of behaviour are identified
- persistent offenders are identified
- effectiveness of nursery policies are monitored
- a secure information base is provided to enable the nursery to respond to comments about racial incidents.

Nursery staff

All staff should be alert and seek to overcome any ignorant or offensive behaviour based on fear or dislike of racial distinctions that pupils or adults may express in nursery.

An atmosphere must be created where the victims of any form of racial harassment have confidence to report such behaviour, and that subsequently they feel positively supported by the staff of the nursery.

It is incumbent upon all members of staff to ensure that they do not express any views or comments that are racist. Nor must staff appear to endorse such views by failing to counter behaviour, which is prejudicial in a direct manner. A sensitive and informed approach must be used to counter any racial harassment perpetrated out of ignorance. When a member of staff violates this nursery code of practice he/she will be counselled by the nursery manager. It will be explained to them why the behaviour is unacceptable and what steps will be taken to remedy the situation.

At this stage it will be made clear that the content of the discussion will not be used as evidence in further disciplinary action. A repetition of such behaviour will lead to a formal verbal warning at which point the member of staff will be advised of their right to have a witness present. From this point, the normal disciplinary codes of practice for employees of the nursery will come into effect.

22 Health & Safety

22.1 General statement of policy

Our policy is to provide and maintain safe and healthy working conditions, equipment and systems of work for all our employees, and to provide such information, training and supervision as they need for this purpose. We wish to develop and promote a strong health and safety culture within the nursery for the benefit of all staff, children and parents. We also accept our responsibility for the health and safety of other people who may be affected by our activities.

The allocation of duties for safety matters and the particular arrangements which we will make to implement the policy are set out within this policy and sufficient resources will be made available to honour our commitment.

The policy will be kept up to date, particularly as the business changes in nature and size, and will be revised annually, or as and when necessary. We therefore welcome any useful comments from members of staff, parents and visitors regarding this policy.

22.2 Aims and objectives

The aim of this policy statement is to ensure that all reasonably practical steps are taken to ensure the health, safety and welfare of all persons using the premises. To achieve this we will actively work towards the following objectives:

- establish and maintain a safe and healthy environment throughout the nursery
- establish and maintain safe working procedures amongst staff and children
- make arrangements for ensuring safety and the absence of risks to health in connection with the use, handling, storage and transport of articles and substances
- ensure the provision of sufficient information, instruction and supervision to enable all people working in or using the nursery, to avoid hazards and contribute positively to their own health and safety at work, and to ensure that they have access to health and safety training as and when provided
- maintain a healthy and safe place of work and safe entry and exit from it
- formulate effective procedures for use in case of fire and other emergencies and for evacuating the nursery premises
- follow the regulations of the Health & Safety at Work Act 1974 and any other relevant legislation. We believe the risks in the nursery environment to be low but to maintain the maximum protection for children, staff and parents/carers we consider it necessary to:
 - ensure the highest entrances and exits from the building, including fire exits remain clear at all times
 - regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment, and take the necessary remedial action
 - ensure that all staff are aware of the fire procedures and regular fire drills are carried out
 - ensure that all members of staff are aware of the procedures in case of accidents
 - ensure that all members of staff take all reasonable action to control the spread of infectious diseases and that they wear protective gloves and clothes where appropriate
 - prohibit smoking on the premises
 - prohibit any contractor working on the premises without prior discussion with the officer

in charge to negate any risks to the staff or children

- no inappropriate jewellery to be worn. One pair of stud earrings and wedding/engagement rings are acceptable
- dress code is smart and practical with sensible shoes. No nail varnish and all long hair must be tied back at all times
- no running inside the premises
- all electrical sockets should be protected by safety plugs, and there should be no trailing wires
- all cleaning materials/toilet cleaner to be placed out of the reach of children
- protective clothing should be worn when serving food
- prohibit certain foods e.g. peanuts are not allowed in the nursery
- telephone calls must be received before 8 am if a member of staff is not well enough to attend work
- all staff should familiarise themselves with the First Aid boxes and know who the appointed First Aider is Danielle Keys
- children must be supervised at all times
- no student should be left unsupervised at any time.

22.3 Responsibilities

Responsibility for Health and Safety in the nursery is that of Ioana Gherghi.

The manager has overall and final responsibility for this policy being carried out at: ABC Nursery and Pre-school, Stondon Road, Hallsford Bridge, Ongar, Essex, CM5 9RG.

The deputy nursery manager will be responsible in her absence.

All employees have the responsibility to co-operate with senior staff and the manager to achieve a healthy and safe workplace and to take reasonable care of themselves and others. Neglect of health and safety regulations will be regarded as a disciplinary matter.

Whenever a member of staff notices a health or safety problem, which they are not able to put right, they must immediately report to the appropriate person named above.

Daily contact, monthly staff/planning meetings and health and safety meetings provide consultation between management and employees.

Other health and safety areas are managed by:

- safety training
- safety inspections
- investigating accidents
- monitoring the maintenance of equipment
- risk assessments

22.4 Manual handling

As it is not possible to eliminate manual handling altogether, correct handling techniques must be followed to minimise the risks of injury. A variety of injuries may result from poor manual handling and staff must all be aware and adhere to the nursery's manual handling policy.

22.5 Preventing injuries

As with other health and safety issues, the most effective method of prevention is to eliminate the hazard – in this case, to remove the need to carry out hazardous manual handling. For example, it may be possible to re-design the workplace so that items do not need to be moved from one area to another.

Where manual-handling tasks cannot be avoided, they must be assessed as part of the risk assessment. This involves examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

As part of a manual handling assessment the following should be considered:

- the tasks to be carried out
- the load to be moved
- the environment in which handling takes place
- the capability of the individual involved in the manual handling.

A number of factors increase the risk of manual handling injuries, and these should be considered and controlled. The following paragraphs offer a number of suggestions.

Correct lifting procedure

Planning and procedure

- think about the task to be performed and plan the lift
- consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there
- never attempt manual handling unless you have read the correct techniques and understood how to use them

• ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury

- assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going
- remove any unnecessary packaging, if this will make the task safer
- reduce the size and weight of loads to make handling easier. This could involve suppliers packing items into smaller consignments before delivery or unpacking packages before moving them
- assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads

22.6 Guidelines for Safe Lifting and Lowering of Loads

- if more than one person is involved, plan the lift first and agree who will lead and give instructions
- plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring
- lighting should be adequate
- control harmful loads – for instance, by covering sharp edges or by insulating hot containers or anything electrical or dangerous
- avoid lifting unsafe loads, such as damaged glass or badly packed chemicals
- check whether you need any personal protective equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you
- ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear
- consider a resting point before moving a heavy load or carrying something any distance.

22.7 Position

- stand in front of the load with your feet apart and your leading leg forward. Your weight should be even over both feet. Position yourself (or turn the load around) so that the heaviest part is next to you. If the load is too far away, move toward it or bring it nearer before starting the lift. Do not twist your body over the load to pick it up.

22.8 Lifting

always lift using the correct posture ensuring you are in a stable, balanced position:

- bend the knees slowly but not kneeling, keeping the back straight
- tuck the chin in on the way down
- lean slightly forward if necessary and get a good grip
- keep the shoulders level and in line with your hips, without twisting or turning from the hips
- try to grip with the hands around the base of the load
- bring the load to waist height (centre of gravity) keep head up when bringing up the load, keeping the lift as smooth as possible.

22.9 Moving the load

- move the feet to change direction do not twist or turn your body, keeping the load close to the body
- proceed carefully, making sure that you can see where you are going
- lower the load, reversing the procedure for lifting
- avoid crushing fingers or toes as you put the load down

- position and secure the load after putting it down. Make sure that it is rested on a stable base
- report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

The task

- carry loads close to the body, lifting and carrying the load at arm's length increases the risk of injury
- avoid awkward movements such as stooping, reaching or twisting
- ensure that the task is well designed and that procedures are followed
- try never to lift from the floor or to above shoulder height. Limit the distances for carrying
- minimise repetitive actions by re-designing and rotating tasks
- ensure that there are adequate rest periods and breaks between tasks
- plan ahead – use teamwork where the load is too heavy for one person and plan your journey.

22.10 The environment

- ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable. If you are going through a door make sure that it is open before you lift the load and that children are not present if possible or do it at a quieter time in the day
- remove obstructions and ensure that the correct equipment is available. The individual
- never attempt manual handling unless you have been trained and given permission to do so
- ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.

22.11 Healthy work place policy

The nursery is committed to providing a workplace, which supports and encourages a healthy staff team through sharing information, training and family friendly issues.

Dress code

Staff must follow dress code at all times. The dress code is black or navy blue trousers with enclosed footwear not flip flops that protect your feet. You are required to wear the polo shirts and sweatshirts that are provided for you by the nursery

Staff breaks

It is the responsibility of the nursery manager to ensure that all staff working five hours or more take a break of 15 minutes, 30 minutes or 60 minutes dependant on hours worked and ensuring that ratios are maintained. Staff under 18 require a break after 4.5 hours.

Personal hygiene

Staff must follow the personal hygiene code at all times.

Cleaning

The nursery is committed to providing a safe, happy and healthy environment for children to play, grow and learn. Cleanliness is a vital step to ensure this. The nursery will be cleaned every evening and regular checks will be made in the bathrooms – these will be cleaned twice per day. The nappy changing facility will be cleaned after every use. Any mess caused throughout the day will be cleaned up as necessary to ensure that a hygienic environment is provided for the children in our care.

22.12 Kitchen

- staff need to be aware of the basic food hygiene standards
- fridge and freezer temperatures must be recorded first thing by the responsible person opening up
- all food to be covered at all times in and out of the fridge
- fridges to be cleaned out weekly
- microwave to be cleaned after each use
- oven to be cleaned out regularly and recorded
- freezers to be cleaned out every three months and recorded
- care must be taken to ensure that food is correctly stored in fridges
- when re-heating food it should be done until over 75°C, checked with the probe thermometer and recorded, then cooled down before serving. Food prepared on the premises must be checked with the probe thermometer before serving
- all opened packets to be dated when opened and placed in an airtight container e.g. baby food, raisins, cereal etc
- blended food should be placed in suitable airtight containers, named and dated
- surfaces to be cleaned with anti-bacterial spray
- only kitchen cloths to be used. These must be washed daily on a hot wash
- windows to be opened as often as possible along with the vents
- all plugs to be pulled out of their sockets at the end of each day and switches switched off where practicable
- where food/milk is prepared for babies there must be a separate area within the kitchen which is specifically designated for this preparation
- bottles should be labelled with the child's name and once cool this should be stored in the refrigerator
- bottles and teats should be thoroughly cleaned with hot soapy water and

sterilized after use (they should not be washed in the dishwasher)

- when bottles should only be heated they need to be thoroughly shaken to ensure the temperature is consistent throughout the bottle. If a bottle is heated by standing it in hot water, this should be done in an area which children do not have access to
- if dummies are used they should be cleaned and sterilized. This also applies to dummies which have been dropped
- sterilizer to be washed out daily
- children must NOT enter the kitchen except for supervised baking activities
- all cupboards to be cleaned out monthly
- doors/gates to the kitchen to be kept closed at all times
- food served but not used immediately should be appropriately covered and placed in the fridge/freezer within 60 minutes. If this is not followed, food should be discarded immediately.

22.13 Nursery

- staff must be aware of general hygiene in the nursery and ensure that high standards are kept at all times
- regular toy washing rotas must be established in all rooms and recorded. Toys should be washed with sanitising fluid
- floors should be cleaned during the day when necessary. Hoover bags should be changed frequently and mop heads should be washed in a separate wash
- face clothes after every use should be washed on a hot wash
- high chairs must be cleaned thoroughly after each use. Straps and reins must be washed weekly
- all surfaces should be kept clean and clutter free
- each child should have their own cot sheet which should be washed at the end of each week or whenever necessary
- children must always be reminded to wash their hands after using the bathroom and before meals. Staff should always encourage good hygiene standards, for example, not eating food that has fallen on the floor.

Staff rooms

- it is the responsibility of each member of staff to ensure that their staff room is kept clean and tidy
- fridges must be cleaned out weekly
- microwave to be cleaned after each use
- surfaces to be wiped down daily

- all implements used for lunch or break to be washed and tidied away.

22.14 Personal protective equipment (PPE)

The nursery provides staff with PPE according to the need of the task or activity. Staff must wear PPE to protect themselves and the children during care tasks that involve contact with bodily fluids. PPE is also provided for the handling of chemicals and other tasks. This is chosen according to need and will be regularly reviewed to ensure it is suitable and effective.

22.15 Dealing with blood

Always take precautions when cleaning wounds as some conditions such as Hepatitis or the HIV Virus can be transmitted via blood.

Wear disposable gloves and wipe up any blood spillage with disposable cloths, neat Milton or freshly diluted bleach (one part diluted with ten parts water). Such solutions must be carefully disposed of immediately after use.

23 General fire safety

The deputy has overall responsibility for the fire drill and evacuation procedures.

These should be carried out and recorded for each group of children every three months.

	Who checks	How often	Location
Escape route/fire exit	Ioana Gherghi	Every day – make sure all fire exits are kept clear	All doors which provide exit to the outdoors
Fire extinguishers & blankets	MTS Fire Protection Ltd	Once a year	Throughout the whole nursery
Smoke/heat alarms	TPG Services	Self check and professional check if alarm test is faulty	
Fire alarms			
Fire doors closed and in good repair	Self check		

Registration

An accurate record of all staff and children present in the building must be kept at all times and children/staff must be marked in and out on arrival and departure. An accurate record of visitors must be kept in the Visitor's Book. These records must be taken out along with the Register in the event of a fire.

No smoking policy

Children's health and wellbeing is of utmost importance for the children in our care. Smoking has proved to be a health risk and in accordance with childcare legislation, the nursery operates a strict no smoking policy within its buildings and grounds. Parents are respectfully requested to abstain from smoking whilst on the premises. This rule also applies to staff, students, carers and visitors etc. Staff accompanying children outside the nursery are not permitted to smoke e.g. whilst on an outing. This includes the use of vape or e - cigarettes.

We respect it is personal choice to smoke, although the nursery supports healthy lifestyles and therefore will help staff and parents to stop smoking by:

- providing fact sheets and leaflets
- providing information of local help groups
- NHS quit smoking helpline/ website: www.gosmokefree.co.uk
- offering information regarding products available to help stop smoking
- offering in house support.

24 Fire drill procedure

On discovering a fire

1. CALMLY raise the alarm by blowing the whistle/ringing the bell
2. immediately evacuate the building under guidance from the manager
3. check all rooms, toilets, corners, etc
4. using the nearest exit lead the children out, assemble in the field by the fence or out the front of the nursery by the fence
5. close all doors behind you.

The manager is to:

1. pick up the children's register and visitor book
 2. telephone emergency services: dial 999 and ask for the fire service
 3. in a safe place clear of the building - check the children against the register
 4. Account for all adults.
- Do not try to collect personal belongings on evacuating the building
 - Do not attempt to go back in and fight the fire
 - Do not attempt to go back in if any children or adults are not accounted for
 - Advise the fire services of anyone missing.

Notifiable incident, non- child protection

Staff respond swiftly, appropriately and effectively in the case of an incident within the setting. Notifiable incidents in this procedure are those not involving child protection.

A 'notifiable' incident' could include:

- fire or suspected arson
- electric or Gas fault
- burst pipe, severe leak or flooding
- severe weather that has caused an incident or damage to property
- break-in with vandalism or theft
- staff, parent or visitor mugged or assaulted on site or in vicinity on the way to or from the setting
- outbreak of a notifiable disease
- staff or parent threatened/assaulted on the premises by a parent or visitor
- accidents due to any other faults (that are reportable under RIDDOR)
- lost child
- any event or information that becomes known, that may have implications for the setting or the wider organisation in the future use

The designated health and safety officer:

- has all emergency services numbers immediately to hand

- has a list of contacts for maintenance and repair
- ensure that members of staff know what to do in an emergency
- risk assess the situation and decides, with the owners/trustees/directors, if the premises are safe to receive children before any children arrive or to offer a limited service

Emergency evacuation

In most instances, children will not be evacuated from the premises unless there is an immediate risk or unless they are advised to do so by the emergency services.

- There is an emergency evacuation procedure in place which is unique to the setting and based upon risk assessment in line with others using the building.
 - Emergency evacuation procedures are practised regularly and are reviewed according to risk assessment (as above).
 - Staff evacuate children to a pre-designated area (as per the fire drill), unless advised by the emergency services that the designated area is not suitable at that time.
 - Once evacuated, nobody enters the premises, until the emergency services say so.
 - Members of staff will act upon the advice of the emergency services at all times.
-

Emergency Closure

The circumstances under which the setting may be closed due to an incident include:

- The owners/directors/trustees make the decision to close – thereby withdrawing the service.
- A third party makes the decision to close for example:
 - a school, where the setting is on a school site
 - the children's centre (if on a children's centre site)
 - the emergency services
- A parent makes the decision for their child not to attend.
 - If a parent makes the decision for their child not to attend due to a critical incident, the child's fees are due as normal.
 - Further consideration of individual incidences must be done in consultation with the owners/trustees/directors.

Recording and reporting

- On discovery of the notifiable incident, the member of staff reports to the appropriate emergency service, fire, police, ambulance, if those services are needed.
- The member of staff ensures that the setting manager and/or deputy are informed (if not on the premises at the time) and that the owners/trustees/directors are informed.

- The setting manager completes and sends an incident record to the owners/trustees/directors, who, according to the severity of the incident notifies Ofsted or RIDDOR.
- If the incident indicates that a crime may have been committed, all staff witness to the incident should make a written statement.
- Staff do not discuss the incident with the press.

RIDDOR reportable events include:

- Specified injuries at work, as detailed at www.hse.gov.uk/pubns/indg453.pdf
- Fatal accidents to staff, children and visitors (parents).
- Accidents resulting in the incapacitation of staff for more than seven days.
- Injuries to members of the public, including parents' and children, where they are taken to hospital.
- Dangerous 'specified' occurrences, where no-one is injured but they could have been. (these are usually industrial incidents).

This may include:

- a member of staff injures back at work through lifting and is off for two weeks
- a parent slips on a wet floor near the water tray and is taken to hospital
- a child falls from a climbing frame and is taken to hospital
- the ceiling collapses
- an outbreak of Legionella

The setting manager informs the owners/trustees/directors and completes an accident and/or incident record; witness statements are taken as previously detailed.

- If the incident is RIDDOR reportable, the setting manager telephones HSE Contact Centre on 0345 300 9923 or reports online at www.hse.gov.uk/riddor/report.htm
- RIDDOR Reportable events require reporting to RIDDOR within 15 days of the event occurring.

The local authority investigates all reported injuries, diseases or dangerous occurrences. They will decide if there has been a breach in health and safety regulations and will decide what measures will be taken.

The owners/trustees/directors review how the situation was managed, as above, to ensure that investigations were rigorous and that policies and procedures were followed.

If an insurance claim is likely:

- incidents such as fire, theft or flood are notified to the insurance provider immediately
- the setting does not admit liability

- if broken or faulty equipment is involved, it must not be repaired, destroyed or disposed of, in case it is needed during the investigation
- if communication from a solicitor is received on behalf of the injured party, this is sent directly to the insurance provider; the setting manager will then write to the solicitor to confirm that the letter has been passed on
- the incident is not discussed with any outside persons, or other parents, no matter what questions they may ask about their own child's safety in relation to the incident, as it is regarded as confidential under the Data Protection Act.

Terrorist threat/attack and lock-down

Most procedures for handling an emergency are focussed on an event happening in the building. However, in some situations you will be advised to stay put (lock-down) rather than evacuate. 'Lock-down' of a building/group of buildings is intended to secure and protect occupants in the proximity of an immediate threat. By controlling movement in an area, emergency services can contain and handle the situation more effectively.

- The setting manager assesses the likelihood of an incident happening based on their location.
- The setting manager will check our police website for advice and guidance.
- Local police contact numbers are clearly displayed for staff to refer to.
- Staff rehearse simple 'age appropriate' actions with the children such as staying low to the floor, keeping quiet and listening to instructions in the same way that fire procedures are practiced. Lock-down must be rehearsed and recorded termly.
- The setting manager is aware of the current terrorist alert level, as available at www.mi5.gov.uk/threat-levels.
- We follow any additional advice issued by the local authority.
- Emergency procedures are reviewed and added to if needed.
- Information about this procedure is shared with parents and all staff are aware of their role during 'lockdown'.
- A text/phone message is issued to parents when lockdown is confirmed.

Suggested wording for parent message

Due to an incident we have been advised by the emergency services to secure the premises and stay put until we are given the 'all clear'. Please do not attempt to collect your child until it is safe to do so. We will let you know as soon as we are able to when that is likely to be. In the meantime we need to keep our telephone lines clear and would appreciate your cooperation in not calling unless it is vital that you speak to us.

1 Lock-down procedures

If an incident happens the setting manager acts quickly to assess the likelihood of immediate danger. In most cases the assumption will be that it is safer to stay put and place

the setting into 'lockdown' until the emergency services arrive. As soon as the emergency services arrive at the scene staff comply with their instructions.

2 During 'lock-down'

- Staff and children stay in their designated areas if it is safe to do so.
- Doors and windows are secured until further instruction is received.
- Curtains and blinds are closed where possible.
- Staff and children stay away from windows and doors.
- Children are encouraged to stay low and keep calm.
- Staff tune into a local TV or radio station for more information.
- Staff do NOT make non-essential calls on mobile phones or landlines.
- If the fire alarm is activated, staff and children remain in their designated area and await further instructions from emergency services, unless the fire is in their area. In which case, they will move to the next room/area, following usual fire procedures.

3 The door will not be opened once it has been secured until the manager is officially advised "all clear" or is certain it is emergency services at the door.

4 During lockdown staff do NOT:

- travel down long corridors
- assemble in large open areas
- call 999 again unless there is immediate concern for their safety, the safety of others, or they feel they have critical information that must be passed on

5 Following lockdown:

- Staff will cooperate with emergency services to assist in an orderly evacuation.
- Staff will ensure that they have the register and children's details.
- Staff or children who have witnessed an incident will need to tell the police what they saw. The police may require other individuals to remain available for questioning.
- In the event of an incident it is inevitable that parents will want to come to the setting and collect their children immediately. They will be discouraged from doing so, until the emergency services give the 'all clear'. Staff will be always acting on the advice of the emergency services.

Recording and reporting

- The setting manager reports the lockdown to their line manager as soon as possible. In some situations, this may not be until after the event.
- A record is completed as soon as possible.

Further guidance

Members of the public should always remain alert to the danger of terrorism and report any suspicious activity to the police on 999 or the anti-terrorist hotline: 0800 789 321.

For non-emergency, call the police on 101.

25 Accidents

Location of accident files are in the children's personal files in the filing cabinet.

- the person responsible for reporting accidents, incidents or near misses is the member of staff who witnesses the incident. They must record it in the Accident File (Family portal) and report it to the manager. This should be done as soon as the accident is dealt with, while the details are still clearly remembered. The parents must be shared the Accident Report and asked to sign electronically.
- the nursery manager must report serious accidents to the registered person for investigation for further action to be taken (i.e. a full risk assessment or report under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR))
- The Accident forms must be kept for at least 21 years and 3 months
- where medical attention is required a senior member of staff should notify the parent as soon as possible whilst caring for the child appropriately
- where medical treatment is required you should also inform the insurance company in writing
- report to Ofsted where necessary, normally when medical attention is required.

26 First aid

The first aid boxes are located in nappy changing area in baby room and in the bathroom of the 2-5's unit.

Emergency first aid procedures are kept in the first aid boxes. There is also a poster in the bathroom of the 2-5's unit.

The appointed person responsible for first aid is: **Zoe Decaux**

Trained qualified first aiders are all paediatric first aid trained:

- Ioana Gherghi
- Stephanie Black
- Charlotte Chapman
- Zoe Decaux
- Catalina Chirica
- Deborah Smith
- Demi Gould
- Jo Mcdonald
- Lynne Mathews
- Lauren French
- Caitlin Clark

27 Medication Policy

Administration of Medicine Policy

Statement

ABC Nursery places the child's well-being at the very core of the ethos of the setting. Staff are first aid trained but it is not a compulsory part of their job to administer medicine, and we respect the agreement and decision made by each individual member of staff. There will, however, always be staff willing to administer medicine on site, and for any clarification of this matter please check with the Manager.

Procedure

The following procedure must be adhered to by parents and staff for the health and well-being of all children in the administration of medicine:

- For prescribed medicine, including antibiotics, it is the policy of the Nursery to exclude children for 48 hours. In addition, the Nursery requires the medicine label to clearly show the date, dosage and expiry date. The label must have the name of the child on it. If the medicine has not been prescribed for the child, ABC Nursery will not administer it.
- ABC Nursery requests that all medicines which are non-prescriptive are accompanied by a form which is signed by the parent. The form indicates when the child last had the medicine, and the dosage and frequency required. As the medicine is non-prescribed, parents will sign a disclaimer to say that they are happy for staff to administer the medicine without having first sought medical consultation. ABC Nursery will not administer Calpol or temperature controlled medicines unless the child's temperature reaches above 39 or the parent is on the way, in which case the parent's permission has already been sought and they are on way to collect the child.
- The staff will administer non-prescribed medication for a maximum of 3 days, after which time they will no longer be able to continue giving the medication. At any time during the 3 days, if the staff deem that the child's health has deteriorated or they have concerns for his/her health, the parent will receive a telephone call to collect the child (or make arrangements for the child to be collected by another named person).
- Written permission is required for emergency treatment of chronic illnesses, such as asthma where inhalers may need to be given on a long-term basis.
- Staff will sign a consent form to say they are willing to administer medicine. The Nursery Manager will make parents aware of any changes in information.
- In an emergency situation, an ambulance will be called for and parents informed immediately, child will be accompanied by a senior staff member until parents arrive.

Monitoring

The Nursery Manager will monitor staff to ensure the procedures are being carried out, and that they are clear to all.

Injections, pessaries, suppositories

As the administration of injections, pessaries and suppositories represents intrusive nursing, they should not be administered by any member of staff. (If this causes a problem in providing appropriate care of a child, please consult Ofsted.

28 Immunisation policy

We recognise, where possible, that children are vaccinated in accordance with their age. If children are not vaccinated, it is the responsibility of the parents to inform the nursery to ensure that children/staff/parents are not exposed to any unnecessary risks of any sort. The nursery manager must be aware of any children who are not vaccinated within the nursery in accordance with their age.

Information regarding immunisations should be recorded on children's registration documents and updated as and when necessary.

29 Sickness/Illness Policy

Children should not be left at nursery if they are unwell. Should a child have an infectious disease, such as an eye/ear infection or sickness and diarrhoea, they must not return to nursery until they have been clear for at least 48 hours. It is vital that we follow the advice given to us by our registering authority and exclude such children until they are well, to protect the other children in the nursery. Illnesses of this nature are very contagious and it is exceedingly unfair to expose other children and staff to the risk of an infection. If a child is unwell then they prefer it be at home with their parents rather than at nursery with their peers.

We are unable to administer any medication, including liquid paracetamol, unless this is a prescribed medication. If a child is left at nursery when they have a high temperature and needs liquid paracetamol administered we can only give one dose of this. We can only accept a written statement from the child's doctor to administer liquid paracetamol or similar when needed, for example if there is a history of a medical condition such as Febrile convulsions/fits within the family.

This has been an area of some confusion for parents, who are unaware of the seriousness with which our insurance company treats this matter. We will invalidate our public liability insurance if we administer liquid paracetamol or any other medication without written consent. We would ask all parents to adhere to the policy of the nursery in this matter and to seek clarification if they are unsure.

If a child requires antibiotics, we will administer them after the first 48 hours of the course. A medication form however must be completed. It is important that children are not subjected to the rigours of the nursery day, which requires socialising with other children and being part of a group setting, when they have first become ill and require an antibiotic. Our policy, therefore, is to exclude children on antibiotics for the first 48 hours of the course. A medication form must also be completed for nappy rash cream, teething

powders. which must be clearly labelled with your child's name and date. It must be given to a member of staff and not left in the child's bag. This is a vital safety issue and we trust parents/carers will co-operate with this policy.

The nursery has the right to refuse admission to a child who is unwell. If your child becomes ill whilst at nursery, you will be contacted immediately and asked to collect your child as soon as possible.

If your child has a minor accident at nursery, a member of staff or one of our qualified first aiders, if necessary, will deal it with. Details will be recorded on an Accident Report form. You will be asked to sign this form to say you have seen a record of the accident when. If the accident/illness is of a serious nature, you or the emergency contact you have given us will be called. If necessary, medical assistance will also be called.

Meningitis procedure

If a parent informs the nursery that their child has meningitis, the nursery manager should contact the Infection Control Nurse for their area. The IC Nurse will give guidance and support in each individual case. If parents do not inform the nursery, we will be contacted directly by the IC Nurse and the appropriate support will be given.

Transporting children to hospital procedure

1. if the sickness/injury is severe, call for an ambulance immediately. DO NOT attempt to transport the sick/injured child in your own vehicle
2. whilst waiting for the ambulance, contact the parent/guardian and arrange to meet them at the hospital
3. a senior member of staff must accompany the child and collect together registration forms, relevant medication sheets, medication and the child's comforter. A member of the management team must also be informed immediately
4. remain calm at all times. Children who witness an accident may well be affected by it and may need lots of cuddles and reassurance.

Illness	Exclusion Period
Diarrhoea & Vomiting	48 hours after last episode
Chicken Pox	5 days from onset of spots or until all spots have scabbed over
Mumps	5 days from onset of swollen glands
Scarlet Fever	5 days after commencing antibiotics
Impetigo	Until lesions are crusted or healed
Whooping Cough	5 days from commencing antibiotics

Conjunctivitis	24 hours of treatment
Hand foot and mouth	5 days from the onset

30 Allergies & allergic reaction policy

- information passed on through parents from the registration form regarding allergic reactions and allergies must be shared with all staff in the nursery
- the nursery manager must carry out a full Allergy Risk Assessment Procedure with the parent prior to the child starting the nursery. The information must then be shared with all staff
- if a child has an allergic reaction to food, a bee sting, plant etc, a First Aid trained member of staff will administer the appropriate treatment and parents must be informed
- a sick child needs above all its parent/guardian; therefore every effort should be made to contact him/her as soon as possible
- if the allergic reaction is severe a member of staff will summon an ambulance immediately. DO NOT attempt to transport the sick/injured child in your own vehicle
- whilst waiting for the ambulance, contact the parent/guardian and arrange to meet them at the hospital
- a senior member of staff must accompany the child and collect together registration forms, relevant medication sheets, medication and child's comforter
- staff must remain calm at all times; children who witness an allergic reaction/accident may well be affected by it and may need lots of cuddles and reassurance.

The nursery will not necessarily be aware if there is a child carrying Hepatitis or is HIV Positive on their register.

31 Visitors & supervision of visitors

All visitors must sign the Visitor's Book on arrival and departure. If a visitor is spending a considerable part of the day within the nursery, the manager must point out fire procedures. A member of staff must accompany visitors in the nursery at all times whilst in the building.

The manager is responsible for all students and relief staff receiving information on Health and Safety in the nursery.

Supervision

- whether children are in or out of the building, they must be supervised at all times
- special care should be taken when children are using apparatus e.g. climbing frame and when walking down outside steps
- a member of staff must supervise large outdoor play equipment at all times

- when outdoors, staff must be aware of bushes, shrubs and plants
- children must be carefully supervised when using scissors.

Security

- no child should be given into the care of any person we DO NOT know. If in doubt check the person's identity by ringing the child's parent/guardian or the emergency number. Information must be passed on to all staff and recorded if it specifies whom can/cannot collect a child
- a consent form for a child to be picked up by a person other than his or her parent/guardian or named emergency contact must be signed in this event. Photo identification and/or a password are also required where possible
- staff must check the identity of any visitors they do not recognise before allowing them into the main nursery. Visitors to the nursery must be recorded in the visitor book and accompanied by a member of staff at all times whilst in the building
- all external doors must be kept locked at all times and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to wander.

32 Advice & consultancy

Name	Contact number
Local Health and Safety Inspector	Lindsay Hewitt 01277 321 518
Fire Officer	Geoff Marler 01279 420 841
Fire extinguisher Maintenance	MTS Fire Protection Ltd 0208 554 1600
Environmental Health Officer	Lindsay Hewitt 01277 321 506
Pest control	Ian hull 07818 508 800
Medical Health Officer	
Health and Safety Officer	Lindsay Hewitt 01277 321 518
Health Visitor	
Ofsted	0300 123 1231

Health and safety training

Person responsible for training: **Ioana Gherghi**

Special training required for all staff:

Area	Training required

Dealing with blood	In house training on induction
Use of fire extinguisher	In house training on induction
Risk assessment	In house training on induction
Changing of nappies	In house training on induction
Child protection	In house training on induction
Manual handling	In house training on induction
Stress awareness	In house training on induction
First aid	Course

33 Safety checks

Written checks must be carried out on a daily basis on the premises, indoor and outdoor, and all equipment and resources.

The person responsible for this is the person on earlies, opening up the nursery.

All staff should be constantly aware of the nursery environment and monitor safety at all times.

Risk assessments

The nursery carries out written risk assessments annually. These are regularly reviewed and cover potential risks to children, staff and visitors at the nursery. Risk assessments document the hazard, who could be harmed, existing controls, the seriousness of the risk/injury, any further action needed to control the risk, who is responsible for what action, when/how often will the action be undertaken, and how will this be monitored and checked and by Ioana Gherghi.

Electrical equipment

Who checks	How often	Location/Telephone number
Hussain Electricial	Once every 5 years PAT test once a year - self check with professional assistance.	07984423275

Mains information

Locations of:

- Water stop tap: Near the front gate, there is a water meter and a stop-cock too.
- Gas point: No gas in the nursery
- Fuse box: In hallway of 2-5's unit, cot area of baby unit, kitchen, hall and staff room
- Main electricity box: in the hallway of 2-5 unit.

Dangerous substances

All dangerous substances including chemicals MUST be kept in a locked area or out of children's reach. Safety Data Sheets (COSHH) must be kept for all substances and the appropriate personal protection taken e.g. gloves, apron and goggles.

Hot drinks and food

Hot drinks should only be consumed in the staff room. No canned drinks or sweet/crisps to be kept or consumed in the nursery rooms.

Transport and outings

The arrangements for transporting and the supervision of children when away from the nursery need to be carefully planned. The nursery has a comprehensive documented policy relating to outings, which incorporates all aspects of health and safety procedures.

Room temperatures

Staff should be aware of rooms temperatures in the nursery and should ensure that they are suitable at all times and recorded on the appropriate sheet. Staff must always be aware of the dangers of babies and young children being too warm or too cold.

Where fans are being used to cool rooms, great care must be taken with regard to their positioning.

34 Babies and toddlers policy

Care should be taken to ensure that babies/toddlers do not have access to activities containing small pieces, which could be swallowed or otherwise, injure the child

- potties should be washed and disinfected after every use
- each baby must have his/her own bedding. Cot mattresses must meet safety standards
- babies under two years should not be given pillows, cot bumpers or any soft furnishings to prevent risk of suffocation
- all highchairs should be fitted with restraints and used at all times
- babies should never be left propped up with bottles as it is both dangerous and inappropriate
- babies sleeping outside must be supervised at all times (cat/fly nets to be used on prams)
- sleep checks to be completed every 15 minutes. These are to be documented with the time and staff initials on the sleep check form

35 Sun care policy

The nursery is committed to ensuring that all children are fully protected from the dangers of too much sun. Severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life.

The following guidelines are for the prevention and care of children in the sun:

- children must have a clearly named sun hat
- children must have their own sun block cream named and dated with written consent for staff to apply
- children need light weight cotton clothing suitable for the sun
- children will not be out in the sun between 11.15am – 2.15pm on hot days
- children will wear a sun hat when outside on sunny days
- children will have sun cream applied before going outside and at frequent intervals during the day
- children are offered cooled water more frequently throughout the day.

Asian and black skin colouring

- carers of children with this type of skin should be aware that these skin types can be very tolerant to sunshine. However it is important to remember that burning can still occur if living in Britain.

36 Waste management policy

The nursery monitors closely the management of waste and disposes of it in accordance with local authority requirements. Staff are made aware of the need to minimise energy waste and the nursery uses appropriate measures to save energy, such as energy saving lighting etc. The nursery recycles paper waste at paper banks and ensures that where possible other sources of waste are recycled to reduce the effect on the environment. This policy is reviewed annually and is carefully considered in the best interests of the children, nursery and the environment.

37 Late collection & non-collection

For Later collection fees please see Admissions and Nursery fees section 5 above.

Non collection:

- all parents agree an approximate arrival time at the nursery and are informed of procedures on what to do if they expect to be late
- in the instance of a child not being collected from the nursery after a reasonable amount of time *10minutes* has been allowed for lateness, the following procedure will be initiated by staff:
 - inform the nursery manager if a child has not been collected
 - the manager will check for any information regarding changes to normal routines, parents work patterns or general information. If there is no information recorded, the parents/carers will be contacted on the numbers provided for their home or work. If this fails the emergency contacts will then be contacted as per the child's records
 - the manager/staff member on duty in charge and one other member of staff must stay behind with the child (if it falls outside normal operating hours). During normal operating times, staff ratios must be met and planned for accordingly
 - if the parents/carers still have not collected the child, the manager will telephone all contact numbers available every 10 minutes until contact is made. These calls need to be logged on the full incident record
 - in the event of no contact being made after one hour has lapsed, the person in charge will ring the Social Services Emergency Duty Team 0845 6037 634 and Ofsted 0300 123 1231 to advise them of the situation
 - the two members of staff will remain in the building until suitable arrangements have been made for the collection of the child. The child's welfare and needs will be met at all times.

38 Visits & outings

As part of our curriculum the children at the nursery undertake a range of local outings including walks, visits, etc, off the premises and permission will be sought for your child to be included in such outings. Outings and visits are planned to complement and enhance learning opportunity and extend play opportunities for the children. These will be carefully planned and the following guidelines will be followed on all outings from the nursery, however local or frequent they may occur.

- written permission will always be obtained from parents before taking children on trips
- appropriate staffing levels for outings depend on how the safety and the individual needs of the children can be assured
- a travel first aid box will always be taken on all outings along with any special medication or equipment required

- a completed Trip Register and parent/staff contact numbers will be taken on all outings
- regular headcounts will be carried out throughout the outing. Timing of headcounts will be discussed in full with the nursery manager or out of school coordinator prior to the outing
- a senior member of staff will always carry out a risk assessment identifying any potential hazards on the journey or at the location prior to the outing.
- all staff will be easily recognisable by other members of the group; they will wear the nursery uniform. Children will be easily identified by staff when on a trip by use of a sticker system. The nursery name, number and mobile number will be displayed
- at least one qualified first aider will always be a member of the group
- a mobile phone will be taken as a means of emergency contact
- in the event of an accident, staff will assess the situation, if required, the group will return to nursery immediately and parents will be contacted to collect their child. In the event of a serious accident an ambulance will be called at the scene, as well as parents being contacted. One member of staff will accompany the child to the hospital, and the rest of the group will return to the nursery
- a pre-visit checklist and risk assessment will always be carried out before the outing. It is recommended that the venue be visited prior to your trip. This will ensure that the chosen venue is appropriate for the age, stage and development of the children.

A full risk assessment and outing plan will be carried out for each outing and this will be displayed for parents to access. This plan will include details of:

- the name of the designated person in charge - the outing leader
- the name of the place where the visit will take place
- the estimated time of departure and arrival
- the number of children, age range of children, the ratio of staff to children, children's individual needs and the group size
- the equipment needed for the trip i.e. coats, safety reins, pushchairs, rucksack, packed lunch, etc.
- staff contact numbers
- method of transportation and travel arrangements (including the route)
- financial arrangements
- emergency procedures
- the name of the designated first aider and the first aid provision
- links to the curriculum

Use of vehicles for outings

All staff members shall inform parents in advance of any visits or outings involving the transportation of children away from the nursery.

The arrangements for transporting children will always be carefully planned and where necessary additional people will be recruited to ensure the safety of the children. This is particularly important where children with disabilities are concerned.

All vehicles used in transporting children are properly licensed, inspected and maintained. Regular checks are made to the vehicle e.g. to tyres, lights, etc, and a log book of maintenance, repairs and services is maintained.

The vehicle is kept in proper order and is fully insured for business use and is also protected by breakdown cover.

All vehicles are fitted to the supplier's instructions with sufficient numbers of safety restraints, appropriate to the age/weight of the children carried in the vehicle. Any mini buses/coaches are fitted with 3-point seat belts.

When we use a mini bus, the driver is checked that they are over 21 years of age and hold a P.V.C. driving license. This entitles the driver to transport up to 16 passengers.

When children are being transported, there is always be at least one adult in the vehicle, excluding the driver, where more than three children under the age of five years are being transported.

When planning a trip or outing using vehicles, records of vehicles and drivers including licenses, MOT certificates and business use insurance are checked. If a vehicle is used for outings the following procedures will be followed:

- ensure seat belts are used
- ensure the maximum seating is not exceeded
- all children will be accompanied by a registered member of staff
- no child will be left in a vehicle unattended
- extra care will be taken when getting into or out of a vehicle
- the vehicle will be equipped with a fire extinguisher and emergency kit containing warning triangle, torch, blankets, wheel changing equipment etc.

In the event of a child being lost, the Lost Child Procedure will be followed:

- any incidents or accidents will be recorded in writing Ofsted

39 Lost child procedure

(from nursery)

In the unlikely event of a child going missing within/from the nursery, the following procedure will be implemented immediately.

- the nursery manager will be informed immediately and all staff present will be informed and deployed to start an immediate thorough search of the nursery, followed by a search of the surrounding area, ensuring that all other children remain supervised throughout
- the manager will carry out a second search of the area
- if the child has still not been accounted for, the manager will contact the police
- the manager will also contact the parents/carers of the missing child
- during this period, staff will be continually searching for the missing child, whilst other staff maintain as near to normal routine as possible for the rest of the children in the nursery
- the manager will meet the police and parents/carers
- the manager will then await instructions from the police
- any incidents must be recorded in writing
- Ofsted must be contacted and informed of any incidents

- with incidents of this nature parents, carers and children may require support and reassurance following the traumatic experience.

Regular head counts are carried out on children throughout the outing. In the unlikely event of a child going missing whilst on an outing the following procedure will be implemented immediately.

- the organiser will be informed immediately and all staff present will be informed and deployed to start an immediate thorough search of the area, ensuring that all other children remain supervised throughout
- if appropriate, on-site security will also be informed and a description of the child/children given
- in the event of a child not being found, the designated person in charge will immediately inform the police
- the designated person in charge will then inform the nursery who will contact the child's parents/carers giving details of what has happened. In the case of the whole nursery being on an outing, all parents/carers details would be taken on the trip by the person in charge
- staff from the nursery will be sent to assist the safe return of the other children
- during this period, staff will be continually searching for the missing child, whilst other staff maintain the safety of the remaining children
- at least one member of staff will remain at the scene whilst others return to the nursery with the children. This member of staff will continue searching for the child/children
- the remaining member of staff will meet the police and parents/carers when they arrive at a designated point
- any incidents must be recorded in writing
- Ofsted must be contacted and informed of any incidents
- with incidents of this nature parents, carers and children may require support and reassurance following the traumatic experience.

40 No smoking policy

Children's health and wellbeing is of the utmost importance for the children in our care. Smoking has proved to be a health risk and therefore in accordance with childcare legislation, the nursery operates a strict no smoking policy within its buildings and grounds. It is illegal to smoke in enclosed places (effective in Scotland and Wales, and from July 2007 in England.).

Parents are respectfully required to abstain from smoking (vape or e cigarettes are not permitted) whilst on the premises. This rule also applies to staff, students, carers and visitors etc.

Staff accompanying children outside the nursery are not permitted to smoke e.g. whilst on an outing. Staff must not smoke whilst wearing nursery uniform as it is essential that staff are positive role models to children and promote a healthy lifestyle.

We respect that it is a personal choice to smoke, although as an organisation we support healthy lifestyles and therefore help staff and parents to stop smoking by:

- providing fact sheets and leaflets
- providing information of local help groups

- providing details of the NHS quit smoking helpline (www.gosmokefree.co.uk)
- offering information regarding products that are available to help stop smoking
- offering in-house support

41 Mobile phone and social networking

We believe our staff should be completely attentive during their hours of working, to ensure all children in the nursery receive good quality care and education. This is why mobile phones are not to be used during working hours. We also feel that restrictions need to be in place on staff when they access social networking sites. The nursery has a high reputation to upkeep and comments made on sites such as 'Facebook' could have an impact on how parents using the nursery view the staff.

- Mobile phones are not to be used during your working hours.
- Mobile phones must not be used unless on a designated break and then this must be away from the children.
- Mobile phones should be stored safely in a locked cabinet or car at all times during the hours of your working day or not brought into the nursery at all.(in this case staff will sign the mobile phone location)
- Staff must not post anything onto social networking sites such as 'Facebook, Instagram, snapchat' that could be construed to have any impact on the nursery reputation.
- Staff must not post anything onto social networking sites that would offend any other member of staff or parent using the nursery.
- Staff should not allow parents to view their network page at any time and this relationship should remain professional at all the times.
- If any of the above points are found to be happening then the member of staff involved will face disciplinary action, which could result in dismissal

42 Staff working with their own children/close relation

We believe our staff should remain neutral and treat all children with the same concern. This is why we feel it is inappropriate for staff to care for their own children whilst working in the nursery.

- Staff will not be positioned in the same room as their child, or close relation.
- It will be the staff member that moves rooms not the child. This will enable the child to be in the appropriate age/stage group and forge consistent relationships with other children in this group.
- If group nursery trips occur, the staff member will be assigned a group that does not contain their own child or close relation.

- Staff caring for another staff member's child will treat them as they would any other parent/child. No special treatment will be offered to any child or parent who has connections with the nursery.
- In exceptional circumstances or if ratios can not be met a staff member may be assigned to work in the room their child attends.

43 Out of Hours Babysitting Policy

At ABC Nursery and Pre-school it is up to the individual staff if they wish to baby-sit for the children from the setting in their own time. This arrangement is to be made with that member of staff and the parent/carer out side of working hours and must not interfere with the professionalism of the nursery.

In some cases staff members are allowed to take children straight from the nursery to the child's home for them to baby-sit. In this case you will need to sign a 'Permission to Take a Child Home Form' in which you accept that the nursery can not be liable or responsible for any occurrence or eventuality, once your child has left our premises. If a form is not signed prior to this then we cannot let that member of staff take your child off the premises.

44 Headlice Policy

At time to time children may contract head lice. In the case that a parent as voiced their concern that there child has head lice a notice will be place on the door to inform parents/carers to check their child's hair.

Parents are encouraged to tie children's hair which is long up with a hair band in minimizing head lice from being spread. Children are allowed to attend the setting with head lice but if the children show signs of having head lice such as scratching, telling a member of staff that their head itches then we will ring the parent to inform them of this and they may need to further investigate the situation.

Children are allowed to attend the setting when they have head lice treatment on their hair.

45 Disciplinary Hearings and Appeals

This policy applies to all staff employed and is designed to offer comprehensive, fair and prompt method of dealing with all disciplinary matters. The objective is to ensure the maintenance of safe and effective operation of the establishment and a fair and consistent treatment of individual employees. It is the responsibility of all staff to be acquainted with this policy and their responsibility within the procedure.

Disciplinary procedures should not be viewed primarily as a means of imposing sanctions. Rather, they should be seen as a way of helping and encouraging improvement amongst employees whose conduct or performance is unsatisfactory.

Warnings procedure

The ACAS, Code of Practice on Disciplinary and Grievance Procedures, recommendation for a fair warnings procedure for disciplinary matters other than gross misconduct is one of four stages:

- Informal counselling.
- Written warning.
- Final written warning.
- Dismissal.

Where an employee has one or more years' continuous service, failure to apply a fair warnings procedure could result in a finding of unfair dismissal by an Employment Tribunal.

Fair disciplinary procedures

A fair disciplinary procedure will:

- **Ensure any allegations have been thoroughly and properly investigated.**

Where a disciplinary matter arises, the relevant investigating officer should first establish the facts promptly before recollections fade, and where appropriate obtain statements from any available witnesses. Having investigated all the facts, the investigating officer should decide whether to drop the matter, arrange informal coaching or counselling or arrange for the matter to be dealt under the disciplinary procedure.

Informal oral warnings are not part of the formal disciplinary procedure and the employee should be informed of this. Likewise, where an investigatory meeting is held solely to establish the facts of a case, it should be made clear to the employee that it is not a disciplinary hearing.

In a serious case, such as where there is a reasonable belief that an act of gross misconduct has taken place, consideration should be given to a brief period of suspension while the case is thoroughly investigated. Unless there is a provision in the contract of employment to the contrary, this period of suspension should be on full pay. The period of suspension should be for no longer than is reasonably necessary in the circumstances. It should be made clear to the employee that suspension is not considered as disciplinary action.

- **Consider whether informal action is appropriate.**

Cases of minor misconduct or unsatisfactory performance are usually best dealt with informally through informal counselling or coaching. There will, however, be situations where matters are more serious or where an informal approach has not worked. If informal action does not bring about an improvement, or the situation is considered to be too serious to be classed as minor, employers should only then consider taking formal disciplinary action.

- **Provide the employee with full details of the allegations made.**

The first step in any formal disciplinary process is to let the employee know in writing what it is they are alleged to have done wrong and the reasons why it is not acceptable. You should therefore provide the employee with full details of all the allegations made against them.

Witness statements or any other documentary evidence that you intend to rely on to support the allegations should be attached to the letter. It is good practice to ensure that all witness statements are signed and dated by the person making the statement.

The letter should then invite the employee to attend a formal disciplinary hearing at which the issues can be discussed and the employee given the opportunity to state their case. The employee must be given a reasonable opportunity to prepare their explanations or mitigating factors. It is therefore recommended that an employee be given at least three days' advance notice of the date of a disciplinary hearing. The timing and location of the disciplinary hearing must also be reasonable.

The disciplinary hearing must take place before any decision is made or any penalty is imposed on the employee.

Finally, the employee should be advised in the letter of their statutory right to be accompanied at the disciplinary hearing by either a work colleague or trade union representative (see below).

- **Allow the employee to be accompanied at the disciplinary hearing.**

Employees have a statutory right to be accompanied at disciplinary and grievance hearings. A disciplinary hearing is defined as a hearing which could result in the employer administering a formal warning to a worker or taking some other action in respect of them or confirming a warning issued or some other action taken. This would include appeal hearings.

Where an employee is required or invited to attend a disciplinary hearing and the employee reasonably requests to be accompanied, you must allow the employee to be accompanied by an individual who is either a trade union official or a fellow employee. That individual must be:

- Selected by the employee.
- Permitted to address the hearing in order to do any or all of the following:
 - Put the employee's case;
 - Sum up that case;
 - Respond on the employee's behalf to any view expressed at the hearing.
- Permitted to confer with the employee during the hearing.

However, the companion has no right to answer questions on the employee's behalf, nor to address the hearing if the employee indicates at it that he or she does not wish the companion to do so.

Whilst you are free to select an initial date for a disciplinary hearing, you are required to re-schedule it where the employee's chosen companion is not available on the date proposed for the hearing. The employee must propose an alternative time which is reasonable and which falls within a period of five working days (excluding weekends and Bank Holidays), beginning with the first working day after the date proposed by you. If the employee's

chosen companion is a fellow employee, they must be given time off work during working hours to accompany the employee.

- **Give the employee an opportunity to explain their side of the story.**

At the disciplinary hearing itself, you should explain the complaints against the employee and go through the evidence that has been gathered.

The employee should then be allowed to set out and explain their case and answer any allegations that have been made. The employee should also be allowed to dispute your evidence, ask questions, present their own evidence, call witnesses and be given a chance to raise points about information provided by witnesses. The employee should be given the opportunity to question any witnesses if they disagree with the witness evidence. Finally, the employee should be permitted to explain any mitigating factors or circumstances.

A member of the management team nominated as decision-maker should chair the disciplinary hearing and this person should be a different individual to the investigating officer so as to minimise the possibility of bias or prejudice. There should also be a meeting minute-taker.

- **Comply with the statutory dismissal and disciplinary procedure.**

Before dismissing an employee or imposing a disciplinary sanction such as transfer, demotion or disciplinary suspension without pay, employers must as a minimum have followed the statutory dismissal and disciplinary procedures. These procedures are additional to unfair dismissal rights. The statutory procedures do not, however, apply in relation to the issuing of disciplinary warnings or the suspension of an employee on pay, although, of course, a fair disciplinary procedure must still be followed in any event.

The standard statutory procedure, to be used in almost all cases, is as follows:

Step one

The employer must set out in writing the employee's alleged conduct or characteristics or other circumstances which lead him to contemplate dismissing or taking relevant disciplinary action against the employee. The employer must then send the statement to the employee and invite the employee to attend a meeting to discuss the matter.

Step two

The meeting must take place before any action is taken but must not take place unless the employer has informed the employee what the basis was for including in the written statement the grounds given in it and the employee has had a reasonable opportunity to consider their response to that information. The employee must take all reasonable steps to attend the meeting. After the meeting, the employer must inform the employee of his decision and notify them of the right to appeal against it if they are not satisfied with it.

Step three

If the employee does wish to appeal, they must inform the employer. If the employee informs the employer of their wish to appeal, the employer must invite them to attend an appeal meeting. The employee must take all reasonable steps to attend the appeal

meeting. After the appeal meeting, the employer must inform the employee of his final decision.

If the employer fails to follow any aspect of this statutory procedure in dismissing the employee and the employee has been employed for one year or more, the employee can claim automatic unfair dismissal. In addition, the Employment Tribunal will normally increase the compensation awarded by 10% or, where it feels it is just and equitable to do so, by up to 50%. Equally, if the dismissal is held to be unfair but it is the employee who has failed to follow an aspect of the statutory procedure, the compensation awarded will be reduced by similar amounts.

Where you arrange a meeting under the statutory procedure and the employee fails to turn up, or informs you in advance that they cannot make it, the question of what happens next depends on the reason for non-attendance. Where the employee has not taken all reasonable steps to attend the meeting, they will be in breach of the requirements and you will be released from future obligations under the statutory procedure.

However, where it was not reasonably practicable for the employee to attend (for example, they are ill), this will not count as a breach if it was for a reason that was not foreseeable at the time the meeting was arranged. You must then rearrange the meeting and invite the employee to the rearranged meeting. The obligation to rearrange the meeting only applies once. If it becomes not reasonably practicable for the employee to attend the rearranged meeting, then there is no obligation under the statutory procedure to rearrange it again.

However, this does not mean that you can ignore any further procedure and simply dismiss, because, in assessing whether the dismissal was fair, the Employment Tribunal will still consider whether you followed a fair procedure overall. Employers will be expected to have taken all reasonable steps to secure the employee's attendance, or presented the employee with alternative options such as holding the hearing on neutral territory or at the employee's home, holding the hearing by telephone, permitting the employee to submit a detailed written statement and/or allowing the employee to send along a representative to act on their behalf.

- Ensure hearings are conducted promptly.

Delays may result in the employee's recollection of events becoming dim and prevent them from providing a satisfactory explanation. Unreasonable delay may result in a finding of unfair dismissal by an Employment Tribunal.

In addition, one of the requirements of the statutory dismissal and disciplinary procedures is that each step and action under the procedures must be taken without unreasonable delay.

- Ensure the hearing is conducted in good faith, having regard to the principles of natural justice.

You must keep an open mind as to the employee's guilt or innocence and properly and fairly consider any explanations put forward by the employee. You must not prejudge the situation. Examples of prejudgment, which may render a decision unfair, are:

- Sending the warning or dismissal letter by post to the employee without prior consultation.
- Holding a disciplinary hearing only to hand a pre-written warning or dismissal letter to the employee at the end of the hearing.
- Handing down your decision at the end of the disciplinary hearing without going back to carefully consider and weigh up all the evidence.

To minimise the possibility of bias, different members of the management team should carry out the three separate processes of investigation, decision-making and appeal. In addition, a witness or any 'victim' (or indeed a close relative of a witness or victim) should not be part of the investigation or decision-making process because, again, they are likely to be biased. In very small businesses, it may not be possible to find an appropriate 'independent' manager to chair the disciplinary hearing and/or to hear any appeal. In these circumstances, the relevant manager must act as impartially as possible. Independent arbitration, using an external arbitration organisation, is often an appropriate means of resolving disciplinary or appeal issues in small businesses if both parties expressly agree to this.

It is also essential for the individual who decides any appeal against a disciplinary decision to be in a higher position in the management team than the original decision-maker. This ensures undue influence is not placed on that individual during the appeal process and enables compliance with the statutory procedures.

Finally, you should ensure that your disciplinary procedures are applied consistently between employees, because an Employment Tribunal may view inconsistency without good reason as unfair.

- **Provide for an appropriate disciplinary sanction.**

When deciding whether a disciplinary penalty is appropriate, it is important to bear in mind the need to act reasonably in all the circumstances. Factors which might be relevant include the extent to which standards have been breached, precedent, the employee's record, position, length of service and special or mitigating circumstances which may make it appropriate to adjust the severity of the penalty. It is your legal obligation to give due consideration to all factors when considering the disciplinary sanctions available.

Where the facts of the case appear to call for disciplinary action, other than summary dismissal, certain procedures should normally be observed as follows:

Written warning

Where, following a disciplinary hearing, an employee is found guilty of misconduct, they should be given a written warning setting out the nature of the misconduct and the change in behaviour required. The employee should be advised that the warning is part of the formal disciplinary procedure and what the consequences will be of a failure to change behaviour. This might be a final written warning and, ultimately, dismissal. The employee should also be informed that they may appeal against the warning. A record of the warning should be kept but should be disregarded after a specified period of, usually, six

months. Note that the existence of time-expired warnings should not be a factor in deciding future disciplinary sanctions. Where the employee is performing unsatisfactorily, the warning should set out the performance problem, the improvement that is required, the timescale for achieving that improvement, a review date and any support the employer will provide to assist the employee.

Final written warning

Where there is a failure to improve or change behaviour in the timescale set, or where the infringement is sufficiently serious, the employer may issue a final written warning to the employee. This should give details of, and grounds for, the complaint and contain a statement that failure to improve or modify behaviour may lead to either dismissal or some other penalty. It should refer to the right of appeal. The final written warning should be disregarded after a specified period of, usually, twelve months. The existence of time-expired warnings should not be a factor in deciding future disciplinary sanctions. However, subject to the terms of any contractual disciplinary procedure, it may be possible for final written warnings to be valid for a period longer than twelve months in cases of very serious misconduct.

Dismissal

Should similar misconduct continue, the final stage of the procedure is dismissal, disciplinary transfer, demotion or disciplinary suspension according to the nature of the misconduct (but in the case of the latter three, only if these are allowed for by an express term of the contract of employment). Periods of disciplinary suspension without pay should not normally be for prolonged periods of time. The decision to dismiss should be taken only by the appropriate designated manager and the employee should be informed as soon as reasonably practicable of the reasons for dismissal, the appropriate period of notice, the date on which the contract of employment will terminate and the right of appeal. The decision to dismiss should be confirmed in writing.

With warnings, a reasonable period of time should elapse between each warning to allow the employee an opportunity to improve and for the employer to properly monitor the employee's conduct or performance. What is a reasonable lapse of time is not defined in law but will depend on the facts of the case and the type of misconduct or poor performance. For example, instances of insubordination may be met with a different stage of the disciplinary procedure on each occasion. A general complaint of poor performance or poor timekeeping would have to be monitored over a period of time to allow any meaningful analysis of improvement or otherwise.

Employers are not generally entitled to progress to the next stage of the procedure where a substantially different type of misconduct has occurred from the original warning. It would be unfair for you to issue a final written warning for poor workmanship, if the employee is in receipt of a written warning for poor timekeeping. The correct procedure would be to issue a written warning (or go through informal counselling or a performance review procedure) for poor workmanship.

- **Allow an appeal.**

The employee should be given the opportunity to appeal against the decision internally. An appeal procedure should be established and made known to the employee. The member of the management team who decides the appeal should be in a more senior position in that management team than the original decision-maker and they should not previously have been involved in the disciplinary procedure in relation to the employee. This allows the appeal to be decided entirely impartially and ensures compliance with the statutory dismissal and disciplinary procedures.

- **Adhere to the employee's contract of employment.**

Once a disciplinary or appeal procedure has been created in the contract, it should be adhered to. If not, you will be in breach of contract and the breach could be sufficiently serious so as to entitle the employee to resign and claim constructive dismissal if they have at least one year's continuous employment.

Employers are required to include details of their disciplinary and grievance procedures, incorporating the statutory dismissal, disciplinary and grievances procedures, as part of the written particulars of employment, which must be provided to all employees within the first two months of their employment. For existing employees, the details can be set out in a written statement of change, to be issued within one month of the change. The old exemption for employers who employed fewer than 20 staff from the obligation to provide a written statement of disciplinary rules has been abolished.

Gross misconduct

Offences of gross misconduct usually warrant summary dismissal i.e. dismissal without notice. However, 'summary' is not synonymous with 'instant' and incidents of gross misconduct will still need to be investigated and dealt with as part of a formal procedure. It is still important to establish the facts before taking any action.

A short period of suspension on pay may be helpful or necessary, although it should only be imposed after careful consideration and should be kept under regular review. Again, there should be a disciplinary hearing before deciding whether to take action. The principles of fairness apply as much to cases of gross misconduct as they do to ordinary cases of misconduct or poor performance.

Acts which constitute gross misconduct are those resulting in an extremely serious breach of contractual terms and will be for businesses to decide in the light of their own particular circumstances. However, gross misconduct offences might include:

- Theft, fraud, unauthorized possession of company property, deliberate falsification of records or any other form of dishonesty.
- Physical violence.
- Serious bullying or harassment.
- Deliberate damage to the employer's property.
- Extremely serious insubordination.

- Bringing the employer into serious disrepute.
- Serious incapacity through an excess of alcohol or drugs.

46 Grievance Procedure

Object

The object of the procedure is to provide an employee who considers that he or she has a grievance with an opportunity to have it examined quickly and effectively, and where a grievance is deemed to exist, to have it resolved, if possible, at the earliest practicable opportunity. Most grievances can be settled informally with line managers and employees should aim to settle their grievances in this way if possible.

Procedure

If a grievance cannot be settled informally with the relevant line manager, the employee should raise it formally. This procedure has been drawn up to establish the appropriate steps to be followed when pursuing and dealing with a formal grievance.

Stage 1

In the event of the employee having a formal grievance relating to his or her employment he or she should, in the first instance, put their complaint in writing and address it to their line manager. Where the grievance is against the line manager, the complaint should be addressed to an alternative manager. A manager (who may not be the manager to whom the grievance was addressed) will then invite the employee to a grievance meeting to discuss the grievance and the employee has the right to be accompanied at this meeting by a trade union official or a fellow employee of their choice. The employee must take all reasonable steps to attend that meeting.

Following the meeting, the Company will endeavour to respond to the grievance as soon as possible and, in any case, within five working days of the grievance meeting. If it is not possible to respond within this time period, the employee will be given an explanation for the delay and be told when a response can be expected. The employee will be informed in writing of the Company's decision on the grievance and notified of their right to appeal against that decision if they are not satisfied with it.

Stage 2

In the event that the employee feels his or her grievance has not been satisfactorily resolved, the employee may then appeal in writing to a more senior manager or to a Director of the Company within five working days of the grievance decision.

On receipt of such a request, a more senior manager or a Director (who again may not be the person to whom the appeal was addressed) shall make arrangements to hear the grievance at an appeal meeting and at this meeting the employee may again, if they wish, be accompanied by a trade union official or a fellow employee of their choice. The employee must take all reasonable steps to attend that meeting.

Following the meeting, the senior manager or Director will endeavour to respond to the grievance as soon as possible and, in any case, within five working days of the appeal

hearing. If it is not possible to respond within this time period, the employee will be given an explanation for the delay and be told when a response can be expected. The employee will be informed in writing of the Company's decision on their grievance appeal.

This is the final stage of the grievance procedure and the Company's decision shall be final.

Former employees

Grievances may also be raised by ex-employees after employment has ended. In this case, the grievance procedure set out above will continue to apply, unless both parties agree in writing that a modified form of grievance procedure will apply instead.

47 Disaster Recovery Policy

Breakdown of Essential Services

In the event of a breakdown of essential services (e.g. heating failure, loss of water supply), it is important that you are familiar with the following procedures:

- Parent/Guardians/next of kin will be contacted by telephone and asked to collect their child/ren.
- The nursery will contact Parents/Guardians/next of kin to inform them when the nursery will operate normally
- Please contact the nursery before bringing your child back to the nursery to ensure that the nursery has re-opened
- The nursery will refund fees that has been paid by parents for the duration of the closure
- Updates where possible will also be available on our website at abcnursery.org.uk

48 Severe Weather Conditions

In cases of severe weather conditions, if the weather deteriorates during the day, you may be asked to collect your child/ren early. If heavy snow falls overnight, please establish that the nursery is open before bringing your child. Updates will be available via Heart Radio Station 102.6FM and on our website where possible abcnursery.org.uk.

Should the nursery close for any of the above please telephone to ensure that the nursery has re-opened before returning on the following day. In these circumstances the nursery will not refund any fees as weather conditions are beyond the control of the nursery.

Staffing

Please note – it is important that some members of staff have to travel considerable distances and may be advised not to make the journey to the nursery in severe weather conditions. However, we will endeavour to have as many staff as possible at the nursery when this situation occurs.

49 Supervisions Policy

At **ABC Nursery and Preschool**, we implement a system of supervision for all of our staff following their induction and probation period. Supervision is part of the nursery's overall performance management system and promotes a culture of mutual support, teamwork and continuous improvement. It encourages the confidential discussion of sensitive issues including the opportunity for staff and their managers to:

- Discuss any issues – particularly concerning children's development or well-being
- Identify solutions to address issues as they arise
- Receive coaching to improve their personal effectiveness
- Discuss any concerns relating to changes in personal circumstances that might affect an individual's ability/suitability to work with children.

The frequency of supervision meetings is termly but this can be moved forward according to individual needs. A template agenda is used in all meetings to ensure consistency across the nursery. This clearly sets out who does what and the timeframe, i.e. what the manager is responsible for and what the practitioner needs to do.

There should always be something that a member of staff can discuss, e.g. a particular child's development, strengths or concerns. However, if there are times where staff may be struggling to identify areas to discuss in a supervision we will ask them to identify three things they have enjoyed about their job/done well since the last supervision and one thing they have least enjoyed/requires further improvement. They will be asked to complete this prior to supervision (as set out in their responsibilities).

There may be times when supervision may be increased for members of the team as and when needed, i.e. if they have particular concerns about a child or if they are going through personal circumstances at home, for new starters, staff returning after long-term illness, on request from staff.

It is the responsibility of the manager to plan time to ensure that all staff have supervisions. At **ABC Nursery and Preschool** supervision is carried out by the manager. If for any reason a supervision is cancelled a new date will be rearranged within 7 days.

All members of staff responsible for carrying out supervisions are trained and supported prior to carrying these out.

Supervision meetings also offer regular opportunities for members of staff to raise any changes in their personal circumstances that may affect their suitability to work with children. This should include any incidents resulting in a reprimand, caution or prosecution by the police, any court orders, changes to their health, or changes to or incidents affecting members of their household that may disqualify that person from working with children (a staff member is disqualified from working with children, if they live in the same household as a disqualified person). These changes are recorded as a declaration on the individual member of staff's supervision form and appropriate action is taken, where applicable, in line with the safeguarding/child protection and disciplinary procedure.

Staff have a responsibility to ensure that they are available for supervision meetings and that the necessary paperwork is complete. Information shared in supervision sessions is confidential. The supervision process will be evaluated once/twice a year through staff feedback and is used as part of the overall performance monitoring system at the nursery.