Mr A. A. Thompson and Mrs. L. A. Thompson, T/A



Little Ladybirds Nursery

Nursery

Policies & Procedures

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# Policies & Procedures Rationale:

TheNursery’s policies and procedures aim to explicitly define structure and to materialise its philosophies and vision; they are defined guidelines to be followed and to be referred back to when necessary.

Nonetheless, it is paramount to understand that they are not exhaustive and there are implicit expectations of a *common sense* nature which may not be mentioned, but they are expected from all staff, children, parents and community in general.

In trying to organise the policies by sections, we aim to facilitate its reading flow, but it is important to understand that the area that each policy covers might be appropriate and common to other sections as well. Thus, they are to be understood within a flexible reasoning.

In order to keep these policies and procedures relevant, they are reviewed annually by management, or earlier if necessary.

The triggers for a new policy and/or procedures may include:

* Changes to the external operating environment;
* Changes to government policy or legislation;
* Review of the strategic directions of High Bank Nursery;
* New initiatives within or across pedagogical/educational or management areas;
* Need for consistency across areas of service delivery.

These policies do not affect your statutory rights.

Careful consideration is given to the parents and carers who use this nursery and their input is vital to the organisation and development of it. Policy documents are always available for parents and carers to look at; comments, opinions and explanations are always received and given with interest and respect.

The Nursery will notify Ofsted of any changes:

* In the address of the nursery, to the premises which may affect the space available to children and the quality of childcare available to them, in the name or address of the provider, or any of the providers other contact information or the person who is managing the early years provision.
* Any proposal to change the hours during when childcare is provided; or to provide overnight care
* Any significant event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with, children on the premises to look after children
* Where the early years provision is provided by a company, any change in the name or registered number of the company
* Where the early years provision is provided by a charity, any change in the name or registration number of the charity
* Where the childcare is provided by a partnership, body corporate or unincorporated association, any change to the ‘nominated individual’
* Where the childcare is provided by a partnership, body corporate or unincorporated association whose sole or main purpose is the provision of childcare, any change to the individuals who are partners in, or a director, secretary or other officer or members of its governing body

Where we are required to notify Ofsted about a change of person except for managers we will give Ofsted the new person’s name, any former aliases, date of birth and home address. If we have a change of manager we will notify Ofsted that a new manger has been appointed. We will do so in advance if reasonably practicable. If it is not reasonably practicable we will do it within 14 days.

# Mission Statement:

At Little Ladybirds our aim is to provide a unique nursery experience in a caring, safe and nurturing environment in which all children can develop and grow.

We value and nurture every child individually and offer consistent support to all parents in their journey through a new experience from initial inquiry to going to school.

Nurture......... Learn.......... Grow...........

Children are the driving force behind the nursery. The activities provided and environment created is centred around their interests and ideas. We value play as the work of the children and the process of learning is of greater value than the final product. We believe that parents are the main educators of their children and so encourage them to get involved and contribute information which helps us to work together for the benefit of the children.

Dedicated and qualified staff with varying experiences, who regularly update and evaluate their practice, help to support, nurture and meet the care needs of the children. We believe that children should be allowed to develop skills at their own pace and will never force a child into learning or independence until they are ready. Children are supported to become independent, contribute to the nursery and are taught to respect and look after the environment in which they live, as well as each other.

Our inclusive practice means that all children are given opportunities to access all areas of provision and are supported in their development. Little Ladybirds Nursery is committed to Safeguarding children.

### 

### Overarching Principles

We use four guiding principles to shape our settings practice.

These are:

* Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self assured;
* Children learn to be strong and independent through positive relationships;
* Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
* Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early year’s provision, including children with special educational needs and disabilities.

# Charter of Partnership with Parents:

Our commitment to you:

We believe that children benefit the most when parents and staff work together in partnership to ensure quality care and learning development. The nursery welcomes parents as partners and this relationship needs to be built on trust and understanding. It is important that we, as carers, are able to support parents in an open and sensitive manner. A two way sharing of information is key to this.

If we become aware that we are going to be inspected by Ofsted, we will notify parents and/or carers. After an inspection by Ofsted we will supply a copy of the report to parents and/or carers of the children attending on a regular basis.

Each child has a key person and significant other. This will benefit the child, parent/carer and the Nursery since the child has one particular person that they can relate to where possible; this provides a stable and consistent relationship for the child. At the same time, a high standard of individual quality care and play is achieved, fulfilling in this way, the Nursery ethos.

We will:

* Recognise and support parents as their child’s first and most important educators, and to welcome them into the life of the nursery;
* Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child;
* Involve parents in shared record keeping about their own child/ren, both formally and informally, ensuring that parents have access to all written records on their own child/ren. They will also become familiar with and work with the key worker and significant other assigned to their child.
* Ensure that parents are given information on a regular basis about their child/ren’s progress and have an opportunity to discuss it with their child’s key person, or other staff when appropriate. The nursery will hold parent consultation evenings at yearly intervals.
* Ensure that all new parents are aware of and can contribute to the nursery’s systems and policies.
* Encourage parents and carers to actively contribute to their child’s development profile and other planning.
* Emphasise and demonstrate to parents and carers the importance of play to children and how they are instrumental in their children’s learning both within the setting and at home.
* Ensure that all parents are fully informed about meetings which are held in venues which are accessible and appropriate for all.
* Make known to all parents/carers the systems for registering queries, complaints or suggestions.
* Provide opportunities for parents/carers to contribute to the nursery’s curriculum and the learning of young children.
* Provide support and guidance, signposting where necessary to ensure parents feel able to improve their own lives and their family’s lives.
* Be discreet about information obtained when discussing issues and family circumstances. Confidentiality will be maintained unless we feel that the welfare of the child is at risk.
* Ask your permission for outings and special events.
* 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 practicable to do so;
* Identify any special educational needs, to monitor and record these, liaising with parents/carers are outside specialists if needed.

Your commitment to us

* Book and pay for childcare in advance.
* Notify us as soon as possible if your child will not be attending.
* Inform us of any important events and changes in your child’s life.
* Read all letters sent home and sign forms where appropriate.
* Pick up your child from the nursery no later than the arranged time.
* Provide notice of Four if you are reducing sessions or withdrawing your child from the nursery.

### Abusive Parents

Here at the Nursery we believe that we have a strong partnership with our parents and an open door policy to discuss any matters arising (if applicable).

In the unlikely event that a parent starts to act in an aggressive or abusive way at the nursery, our policy is as follows:

* Direct the parent away from the children and into a private area such as the office (where appropriate)
* Ensure that a second member of staff be in attendance, where possible whilst ensuring the safe supervision of the children
* Act in a calm and professional way, ask the parent to calm down and make it clear that we do not tolerate aggressive or abusive language or behaviour
* Contact the police if the behaviour does not diffuse
* Once the parent calms down, the member of staff will then listen to their concerns and respond appropriately
* An incident form will be completed detailing the time, reason and action taken
* With incidents like this staff may require support and reassurance following the experience, management will provide this and seek further support where necessary
* Management will also signpost parents to further support if applicable

### Open Door Policy

At the Nursery we aim to involve parents as much as possible as we believe as the main carers they are of extreme importance to the child’s well being and development. To do this we aim to develop an effective partnership with each family that uses the nursery. Within the nursery we promote positive relationships between parents/carers and practitioners.

‘parents and practitioners should work together in an atmosphere of mutual respect within which children can have security and confidence’ as stated in the early years guidance.

Parents/carers are free to visit at any time that the child is in attendance, other times need to be arranged with management so we can ensure all children’s needs are met.

Parents can stay and join in with the activities when they drop off or return early to play with their child.

Security is a very high priority to us so all parents who are staying or visiting must sign in the visitors’ book.

The open door policy allows parents:

* To see the child has made friends and settled
* To see how the children learn through play and what the ‘early year’s foundation stage’ means to see what we do and why
* Work closely with staff and build up the relationship

Whilst parents are in the nursery on visits please ensure they/you follow these simple rules. Parents must not:

* Intervene on disputes between children
* Be left alone with the children or used as part of the ratios
* Have or been given access to information about other children including profiles or individual planning
* Take photos during their time in nursery
* Have access to the staff room, office and children’s bathrooms

All parents/carers must be briefed on any health and safety issues i.e. fire exits, wet floor signs and cleaning things. All parents/carers must be reminded about the importance of confidentiality and that anything you hear or see regarding other children must remain confidential and must not be discussed with any parents.

During the session we try to use the skills that all parents have from doing music with the children, playing on the computer or cooking, the children love to do anything different and with different people so just let us know what you want to do.

# Key Person Policy:

At Nursery we recognise that parent/carers are by far the most important people in the lives of their children. We see that it is of vital importance that there is an identified member of staff that both the child and parent/carer can develop a close professional relationship with, which allows warm attachments to develop and gain continuity, security and significance to their present lives.

The key person is the first person that the child learns to relate to in the setting. In time they build relationships with other staff members working in the Nursery. The role of the key person is to develop with both the child and parent/carer a trusting, caring and sensitive relationship.

The key person will build an emotional attachment with each child in their group. They will know their individual routine as well as their likes and dislikes.

The key person takes on many important functions such as easing separation from parent/carer, meeting the individual needs of the child, relaying information to parents, assessment and record keeping.

Your child’s key person is also there to answer any questions or concerns you may have alongside senior staff.

# Zero Tolerance Behaviour Policy:

Harassment takes many forms ranging from tasteless jokes, abusive remarks, threatening behaviour, intimidation and actual physical abuse. Whatever form it takes, personal harassment from parents/visitors is always taken seriously and is totally unacceptable.

Harassment can seriously affect employee’s working lives by interfering with their job performance or by creating a stressful, intimidating and unpleasant working environment.

As mentioned personal harassment takes many forms and people may not always realise that their behaviour constitutes harassment. Personal harassment is unwanted behaviour by one person towards another and examples of this include:

* Insensitive jokes and pranks
* Lewd or abusive comments about appearance
* Deliberate exclusion from conversations
* Displaying abusive or offensive writing or material
* Unwelcome touching
* Intimidating or aggressive behaviour
* Verbal abuse (e.g. raised voices, aggressive tones)

NB: These examples are not exhaustive

Any parent/visitor displaying examples of the above behaviour will be asked to calm down, and once calm the situation will be dealt with. Any parent/client who refuses to calm down will be asked to leave the premises and will be told they can make an appointment with the Manager or Owner to continue the discussion so long as they do not display any more of the mentioned types of behaviour. If the parents refuse to leave then the member of staff is well within their rights to call the police. The parent will be informed of this. The parent may be asked to remove their child from the Nursery if management feel this is the most appropriate course of action.

This similarly applies to any other individual and course of actions will be circumstantial.

# Complaints & Compliments Policy:

The aim of this policy is to make parents and carers fully aware of what to do if they have a complaint or complement and what steps management will take to ensure the complaint is managed.

We believe children and their families are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our services.

Comments

We welcome comments from parents about our setting and recognise parents are the prime educators of their child and that comments, whether negative or positive, about our setting are made with the child’s interest at heart.

Positive comments are a good way for parents to let settings know their work is valued and appreciated, give everyone concerned the chance to build on good practice which promotes children’s development, parents are encouraged to praise where appropriate.

Procedures

Many concerns can be resolved quickly by an informal approach to the Manager. However if this approach does not achieve the desired result the following procedures should be used.

How to Complain

A parent who is unhappy about any aspect of the Nursery’s provision, concerns should first be raised with either the manager or the deputy manager. At this stage the following information will be recorded:

* The nature of the complaint including date and time
* Action taken initially
* The subsequent action

We will investigate all written complaints accordingly and inform the complainants of the outcome of the investigation within 28 days of receiving the complaint.

Everyone involved with the discussion and outcome of a complaint will be expected to treat information as confidential and will not discuss the situation with anyone else.

If this does not have the satisfactory outcome within a given time frame, or if the problem re-occurs, the parent/carer should put their concerns in writing addressed to Mrs Lesley Thompson at the Nursery.

If the problem is still not resolved to the parent’s satisfaction, the parent/carer should again contact the Owner. If the parent and Owner cannot reach an agreement, an external mediator will be appointed who is agreeable to both parties, to listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action that has already been taken and suggest further ways in which the issue might be resolved. The mediator will keep all discussions confidential. They will keep an agreed written record of any meetings that are held and any advice which may be given.

The involvement of the mediator represents the final stage in the complaints procedure.

The role of the registering authority (Ofsted)

Details of how to contact OFSTED are available from the Nursery office and displayed in our reception area.

OFSTED Contact Details:

Piccadilly Gate, Store Street, Manchester, M1 2WD

Registration Number; EY295573

Telephone Number; 0300 123 1231

We make sure that our record of complaints is available to Ofsted.

In some circumstances, it will be necessary to contact the registering body regarding a complaint. Ofsted has a duty to ensure legislation and requirements are adhered to in order to encourage high standards.

We believe that most complaints are made constructively and can be resolved at an early stage. We also believe that it is in the best interests of the Parents and the Nursery, that complaints are taken seriously and dealt with fairly and in a way which respects confidentiality.

# Confidentiality Policy:

It is a legal requirement for the nursery to hold information regarding the children and staff using the setting. All information regarding staff, parents/carers and children is stored in a locked filing cabinet inside a locked room (nursery office).

Disclosure of Information Relating to a Member of Staff

In all but defined cases (e.g. disciplinary procedures), the ultimate reference point for deciding who should be informed of a piece of confidential information is the individual to whom it applies. It is important, however, that where consent is given that it is informed consent. For this to be the case it is necessary to tell the person concerned why there is a need to disclose information and to whom. The person should also be told of the likely consequences of their agreeing or not agreeing to this (in some instances, for example, non-disclosure could mean that the persons need for a service could not be identified). Once consent has been obtained, it is the responsibility of the person passing on any information to ensure that this is only done on the terms agreed.

Disclosure of confidential information may require written authorisation by the individual concerned. This should be dated and specify to whom disclosure is authorised, for example if you are requesting information from one person’s GP.

Safeguarding

In cases where there are concerns relating to abuse or neglect of children the Nursery Safeguarding Policy will apply. In cases where it is possible to involve the non-abusing parent in addressing concerns around his/her children’s welfare every effort will be made to do so.

Children’s Files

All parents have the right to view their child’s files. However, no parent will have access to any information from a third party (e.g. the parents partner, or other agencies) which is stored in their files. This is to protect the safety and confidentiality of others. Therefore, third party information should be stored separately within the child’s record. All computer records will be password protected and compliant with the Nursery IT security procedures.

Confidentiality between Parents

The Nursery cannot guarantee that other parents/children will maintain each others’ confidentiality but we will take every reasonable step to ensure that they do so. When parents meet each other in group settings the issue of confidentiality will be discussed with them and parents will be asked to maintain each other’s confidentiality. In particular women will be asked not to divulge information to their (ex-) partners about other women. The fact that the Nursery cannot guarantee confidentiality will be raised.

Information about Staff

A request for an employee’s home address and telephone number will always be referred to the individual concerned before any information is disclosed. This is done via the manager. There are some agencies who have some automatic right of access to certain parts of personnel information e.g. inland revenue or tax queries. The manager will notify any staff member of any legal requirements whereby the Nursery is obliged to provide such information. Staff should never divulge a colleague’s personal circumstances, including their address, future work place etc to anyone without permission of the worker.

Information within the Nursery

This section gives guidance where staff are discussing children amongst themselves/ discussing a child with another agency on the telephone/when parents visit the Nursery office:

* Make sure any discussion happens in an appropriate place, e.g. not in an office where other staff are working or where people are coming in and out of the place
* Do not gossip about parents/children with other parents/children or staff.
* Do not discuss personal facts about one parent/child with another parent/child or in the presence of another parent/child
* Do not write derogatory comments about parents/children in their files (or anywhere else)
* Do not leave information lying around or on screen but replace it in the appropriate place (locked filing cabinet)

Photographs

Photographs are taken on the nursery digital cameras and used to record evidence of the children’s development. Although we would normally refuse a request from a parent to take personal photos which would include other people’s children, there are a couple of nursery social events in the year where all nursery parents and children are invited to attend, e.g. Christmas party, graduation ceremony. On these occasions we do allow parents to take photos on personal cameras to record the event for future memories and would ask that, if you are not happy for your child to appear in these photos, you must let a member of the management know.

Record keeping

This procedure covers all records held by the Nursery concerning staff, parents/children, outside agencies and potential clients.

Personnel Records

* All staff will be given a copy of the confidentiality procedure as part of their induction. The implications of the procedure for their work will be explained
* Access to personnel files can be arranged with the manager who should make clear the following:
* Who has access to files and procedure for gaining access
* How the information is stored, e.g. Locked cabinet
* Application forms, interview records, medical information and monitoring forms are confidential to the Nursery
* Equal opportunity monitoring forms will be detached from application forms on receipt and kept separate from application forms
* References – when seeking references for a new employee it is made clear to the referees that information is sought in confidence
* Probationary reviews, supervisions and appraisals. The manager should make clear who receives information on the review
* Medical records will be held on personnel files in a sealed envelope. Copies of medical certificates and self-certification forms will be placed on personnel files after action for payroll purposes
* Breaches of confidentiality by staff will normally be treated within the remit of the Nursery disciplinary and grievance procedure. The nature of any breaches of this procedure will determine the level of disciplinary action, e.g. disclosure of unauthorised staff details would be gross misconduct

Parents/carers

* All existing parents/carers will be informed of this procedure and can be provided with a copy if requested
* A file concerning each parents/carers will be kept by the Nursery staff. The information recorded will be factual and where an opinion is recorded it will be clear that this is opinion and what this is based on
* This information should be kept in a filing cabinet, which is kept locked. All files must be returned to the cabinet after use
* If a parents/carers asks to see their file, the relevant staff member should organise this and answer any questions about it and explain what has been written. The Nursery asks that parents give at least 24 hours notice when requesting access to their files
* All parents/carers are protected under the data protection act
* Parents/carers are expected to respect the rights of other parents/carers to confidentiality and privacy particularly as regards to personal information known about another parents/carer
* Information will be kept for six years once a child has left the Nursery. It will then be destroyed or archived.
* Unsuccessful applicants – the Nursery may wish to monitor all applications and to keep information about applicants. Only the most relevant information should be kept, e.g. race, sexuality, sex and the rest destroyed.

Partnerships with other Organisations

The Nursery may be working in partnership with other bodies. Where specific information sharing protocols exist that affect a particular child all agencies should be aware of this. The Nursery will give all partnership agencies a copy of the confidentiality procedure and will explain the requirements it places on the partnership organisation will have access to information and in what circumstances. Management agreements will state breaches of confidentiality by either party will be treated as a breach of the agreement.

# Data Protection Policy & Procedure:

The Nursery aims to fulfill its obligations under the Data Protection Act 1998 to the fullest extent.

Information recorded on paper format such as staff details, children’s details, child protection and early help forms are stored in a locked filing cabinet in the office and only management have access to these, to protect confidentiality. On the computer, data is password protected and only Managers, Deputy Managers Room Leaders and Owners are entitled to access it.

All information on staff and children is updated regularly by way of ***data collection sheets***. All children have individual personal record and development files, stored in the children's respective rooms.

**Procedure**

Members of staff are allowed to have access to all personal data about them held under the Data Protection Act 1998. This Act requires the provider to respond to requests for access to personal data within 40 days. Members of staff are required to read this information carefully and inform head office at the earliest opportunity if they believe that any of their personal data are inaccurate or untrue, or if they are dissatisfied with the information in any way.

The Data Protection Act 1998 gives data subjects the right to have access to their personal data at reasonable intervals, with some exceptions, such as certain information relating to job applications. We believe that a copy of the information given annually will satisfy this requirement. Should a member of staff request access to his or her personal data at any other time, the request will be judged in the light of the nature of the personal data and the frequency with which they are updated. The member of staff will then be informed whether or not the request is to be granted. If it is, the information will be provided within 40 days of the date of the request - an administration fee may apply.

In the event of a disagreement between a member of staff and the Nursery regarding personal data, the matter should be taken up under our formal grievance procedure.

**Additional clause(s)**

Where a member of staff makes an additional request for access to their personal data which is granted, a fee of £5 will be charged which must be paid before a copy of the personal data will be given.

# Access and Storage of Information Policy:

We believe that an open access policy is the best way of encouraging parent/carers and nursery partnerships. Parents/carers are welcome to view the policies and procedures file which governs the way in which the nursery works. These can be viewed at any time when the nursery is open, simply by asking the nursery staff or by accessing the file situated at the nursery entrance.

Parents are also welcome to see and contribute to all the records that are kept on their child; however the nursery will adhere to the Data Protection laws.

The nursery ensures that it is registered in regard to data protection and all parent, child and staff information is stored securely according to the data protection registration ensuring confidentiality is maintained at all times. This includes all contact details, permissions, certificates and photographic images.

The nursery’s records and documentation are kept and stored in accordance to the minimum legislative archiving time. This will be reviewed and amended according to any change in legislation. Records relating to individual children are retained for a reasonable period of time after they have left the provision.

Record Keeping

The record keeping systems employed by this nursery are comprehensive and are up-dated regularly, and consist of the following:

**Register** – The daily register is taken on the arrival of the children where all attendance’s’ are noted with the time.

**Registration forms –** Are completed by the parents/carers and contain details of home address, date of birth, contact telephone numbers, allergies and long term medical conditions, health problems, G.P’s address and telephone number, immunisation record and previous early years experience e.g. parents and toddler groups.

**Accident forms** – These detail all the accidents that occur during the nursery session and describe – the name of the casualty, the date, time and place of the accident. Also the circumstances in which it occurred, the nature of the injury, treatment given, medical aid sought (if any), the name of the person treating the accident (must hold a current First Aid qualification). The information will also contain the name of any witness, the signature of the parent or carer on collecting the child from the setting, and layout of the accident if it is of a serious nature.

If the child receives a bump to the head, a “bump note” is given to the parent/carer explaining that the child must continue to be observed for a period of 24 hours, and that any concerns must be reported the child’s GP. The nature of the accident will also be noted in the accident form.

**Incident forms –** This is a two part form which is completed when a child is hurt by another child whilst at the Nursery. Its purpose is to identify how the incident occurred and how we can prevent future incidents occurring. Parents/carers are asked to sign the form to say they have been informed of the incident. The form is then kept in the office and monitored on a monthly basis to identify any behaviour patterns.

**Medication record –** Details administration (with a letter of parental consent) of any life saving/maintaining medicines. The report also contains the child’s name, name of the child’s G.P, dosage, time of administration, circumstances of administration, parent’s signature, and signature of member of staff administering the medication (must hold a current First Aid certificate).

Other medications e.g. cough syrup, piriton or calpol can be given to the children in setting, providing the parent/carer has given consent and that it has been prescribed by the doctor (with the exception of calpol). Parents/Carers must sign the medication form, with the name of the medicine and the dosage and time to be given. If the name of the medication and/or dosage on the bottle does not match that which is written in the medication form, staff will **not** administer the medicine.

**Cause for Concern Form –** If a member of staff has any concerns about a child attending nursery, this form will be completed and returned to the manager. A cause for concern may be any of the following:

* Significant changes in children’s behaviour
* Deterioration in their general well being
* Unexplained bruising, marks or signs of possible abuse
* Signs of neglect
* Comments children make which give cause for concern

**Pre – existing injury form –** will be completed if a child comes into the nursery with an injury which has occurred at home or on the way to nursery. The form should be completed and signed by the parent when signing the child in at the beginning of the session.

**Staff supervision (half termly and more often if necessary) –** Regular monitoring by the manager of staff training records for the past year, and future training planning, with the wishes of the member of staff and the organisation taken into consideration.

**Staff training records** – are completed by the individual staff member undertaking the training. They must provide a brief evaluation of the course, and must always feedback to the other members of staff once training is completed.

**Information about the provider -** We hold the following documentation about the provider:

* Name, home address and telephone number of the provider as well as any other person living or employed on the premises
* Name, home address and telephone number of anyone else who will regularly be in unsupervised contact with children attending the Nursery.

# Equal Opportunities:

At the Nursery we follow the guidance under the Equality Act 2010 and we are committed to:

* Promoting equal opportunities;
* Promoting good relations between members of different racial, cultural and religious groups and communities;
* Eliminating unlawful discrimination which includes any discrimination towards: Age, Disability, Gender reassignment, Marriage and civil partnership, Race, Religion or belief, Sex, Sexual orientation.

Guiding Principles

In fulfilling these duties listed above, we are guided by three essential principles:

* Every child should have opportunities to achieve the highest possible standards and the best possible experiences for the next stages of their development and education.
* Every child should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
* Every child should develop the knowledge, understanding and skills that they need in order to participate in Britain’s multi-ethnic society and in the wider context of an interdependent world.

Addressing racism and xenophobia

The nursery is opposed to all forms of racism and xenophobia, including those forms that are directed towards religions and communities.

Responsibilities

The management is responsible for ensuring that the nursery complies with legislation and that this policy and its related procedures and strategies are implemented continuously.

The managers are responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to deal with racist incidents that occur and to be aware of how to identify and challenge racial and cultural bias and stereotyping, to support children in their nursery for whom English is an additional language and to incorporate principles of equality and diversity into all aspects of their work.

Information and Resources

We ensure that the content of this policy is known to all staff and appropriate to all children and parents. All staff have access to a selection of resources which discuss and explain concepts of race equality cultural diversity in appropriate detail. All children will have access to a diverse range of cultural resources.

Religious Observance

We respect the beliefs and practice of all staff, children and parents/carers and comply with all reasonable requests to religious observance and practice.

Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other nursery policies are dealt with, as determined by the management. The severity of the breach may determine the outcome.

Monitoring and Evaluating

We collect information using quantitative and qualitative data relating to the implementation of this policy making adjustments where appropriate.

# Equality & Diversity:

The Nursery is committed to promoting equality for all. This is reflected throughout all our policies and the nursery works in accordance with current legislation. Policy and Practice are regularly reviewed to ensure that children, families, staff members, visitors and nursery users are treated with respect and included in all aspects of nursery life.

We believe that the children’s activities and resources should be open to all children and families and to all adults who are committed to their care.

We aim to develop a non-judgmental, easily accessible safe learning environment, where difference is celebrated and all children and adults are valued as individuals.

We recognise that:

* Very young children may imitate a label and its associated emotion without even knowing the group referred to by the label.
* As the child develops s/he begins to understand what group the label refers to, the child’s negative emotion becomes crystallised into a negative attitude toward that group.
* That attitude becomes ingrained with their whole personality and becomes stabilised and hard to change.
* That child has developed prejudice toward a whole group of people without ever knowing an individual associate with the ‘group’.
* As Early Years Practitioners, we have a professional responsibility to unpick that process.
* All children are harmed through prejudice and discrimination.

We are aware of the impact adults behaviour has on children’s development as they form opinions of the world around them and we therefore use the following guidelines:

Training

Professional Development of all staff members is encouraged with the aim to raise awareness of equality for all and the role we play in developing an approach to life-long learning.

We organise training events for all staff members around equal opportunities and use reflective practice to evaluate the nursery’s performance through staff meetings.

Staff

All staff vacancies are advertised widely. The Nursery will appoint the best person for each position and will treat all applicants fairly and with respect.

Staff are encouraged to be mindful of their behaviour and conduct within the nursery and act in a way that is non-judgemental and does not stereo-type individuals.

We encourage staff to challenge stereo-typical and judgemental behaviour in a sensitive but pro-active way. This includes attitudes which may be held by other colleagues, children and adults who use the setting.

Activities and resources

Children have access to a wide range of resources and we display non-stereo typical, positive images of groups and individuals throughout the nursery. We use planning to explore the diversity in cultures, dance, music and communications.

We offer resources from a range of cultures and children have open access to these throughout the day. We read stories from a range of different cultures to celebrate diversity and listen to music form all around the world.

Family Diversity

The nursery recognises that many different types of family group can, and do successfully love and care for children. We aim to offer support to all families.

We offer information in a range of languages to ensure all families are kept informed and updated.

Festivals

Our aim is to show respectful awareness of all major events in the lives of the children and families who attend the nursery and in society as a whole, and welcome the diversity of backgrounds from which they come.

In order to achieve this we:

* Aim to acknowledge all of the festivals which are celebrated in our area and/or by families who use our nursery.
* Provide information without indoctrination of faiths and festivals which are being celebrated by their own families and the families of others. Children will be introduced, where appropriate, to the stories behind the festivals.
* Before introducing a festival with which the adults in the nursery are not familiar, appropriate advice will be sought from parents and other people who are familiar with that festival.
* Children and families who celebrate festivals at home which the rest of the children in the nursery is not familiar, the family will be invited to share their festival with the rest of the children if they wish to do so.
* Children will become familiar with and enjoy taking part in a range of festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.

The Curriculum

All children will be respected and their individuality and potential recognized, valued and nurtured.

Activities and the use of resources offer children opportunities to develop in an environment free from prejudice and discrimination.

Management of resources within the Nursery will ensure that both girls and boys have full access to all kinds of activities and equipment and are equally encouraged to enjoy and learn from them.

Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

Resources

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi racial society.

Materials will be selected to help children develop their self respect and to respect other people by avoiding stereotyping and using images and words, which reflect the contribution of all members of society.

Early support

The Nursery recognises that children have a wide range of needs which differ from time to time and will consider what part the nursery can play in meeting these needs as they arise.

Children with additional needs are recognised as enriching the nursery environment and we actively encourage their inclusion in the provision.

Language

Basic information, written and spoken, will be clearly communicated in as many languages as possible.

Bilingual and multi-lingual children and adults are an asset to the whole group. Parents will be encouraged to speak to children in their first language at home, and children will be encouraged to use their first language within the setting.

Food

Working in partnership with parents, children’s medical, cultural and dietary needs will be respected and met throughout the nursery.

The Nursery will encourage recognition of the value of each individual and will not discriminate on grounds of nationality, gender, ethnicity, colour, sexual orientation, disability culture, language, religion, marital or parental status or age. This applies to children, parents, employees, visitors and during the process of recruitment of new staff.

The Nursery is conscious of our responsibility to ensure that, whilst pursuing a policy of equal opportunity and the equal treatment of every individual, we must balance this with a respect for the different cultures and religions in the community we serve.

All children will be given opportunities to develop their full potential and a positive identity.

All forms of discrimination will be treated seriously and it will be made clear to any offenders that such behaviour is unacceptable. Statements of employment set out procedures to be followed when anti-discriminatory language or behaviour is used.

# Dealing with Discrimination

At The Nursery we do not tolerate discriminatory behaviour and take action to tackle discrimination. We believe that parents have a right to know if discrimination occurs and what actions the nursery will take to tackle it. We will follow our legal duties in relation to discrimination and record all incidents any perceived or actual relating to discrimination on any grounds and report these where relevant to children’s parents and the registering authority.

Types of discrimination

* Direct discrimination – occurs when someone is treated less favourably than another person because of a protected characteristic
* Discrimination by association- occurs when there is a direct discrimination against a person who has protected characteristic
* Discrimination by perception- occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic
* Indirect discrimination- can occur where a provision or criterion is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic
* Harassment- is defined as ‘unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual’
* Victimisation – occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised a grievance under the Equality Act 2010 or have been suspected of doing so

Protected Characteristics

The nine protected characteristics under the Equality Act 2010 are:

* Age
* Disability
* Gender reassignment
* Race
* Religion or belief
* Sex
* Sexual orientation
* Marriage and civil partnership
* Pregnancy or maternity

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 discriminatory implications; or at the other extreme their behaviour may be quite deliberate and blatant.

Examples of discriminatory behaviour are:

* Physical assault against a person or group of people
* Derogatory name calling, insults and discriminatory jokes
* Graffiti and other written insults
* Provocative behaviour such as wearing badges and insignia and the distribution of discriminatory literature
* Threats against a person or group of people because the nine protected characteristics listed above
* Discriminatory comments including ridicule made in the course of discussions
* Patronising words or actions

Our procedures

We tackle discrimination by:

* Expecting all staff in the nursery to be aware of and alert to any discriminatory behaviour or bullying taking place
* Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, this may include behaviour from parents and other staff members
* Expecting all staff to treat any allegation seriously and report it to the nursery manager. Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by staff, inspectors and parents where appropriate, on request. The nursery manager is responsible for ensuring incidents are handled appropriately and sensitively and entered in the record book. Any pattern of behaviour should be indicated. Perpetrator’/victims initials may be used in the record book as information on individuals is confidential to the nursery
* Informing the parents of the child(ren) who are perpetrators and/or victims should be informed of the incident and of the outcome, where an allegation is substantiated following an investigation
* Excluding or dismissing any individuals who display continued discriminatory behaviour or bullying but such steps will only be taken when other strategies have failed to modify behaviour. This includes any employees where any substantiated allegation after investigation will incur our disciplinary procedures

We record any incidents of discriminatory behaviour or bullying 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 any discriminatory behaviour or bullying

Nursery Staff

We expect all staff to be alert and seek to overcome any ignorant or offensive behaviour based on fear or dislike of distinctions that children, staff or parents may express in the nursery.

We aim to create an atmosphere where the victims of any form of discrimination have confidence to report such behaviour, and that subsequently they feel positively supported by the staff and management of the nursery.

It is incumbent upon all members of staff to ensure that they do not express any views or comments that are discriminatory; or appear to endorse such views by failing to counter behaviour, which is prejudicial in a direct manner. We expect all staff to use a sensitive and informed approach to counter any harassment perpetrated out of ignorance.

# Admissions Policy:

The Nursery opened in 2004 and is Ofsted registered for 110 children (38 full time equivalent places in the 0-2 room, 32 full time equivalent places in the 2-3 room, 40 full time equivalent places in the 3-4 room). Our unique Ofsted registration number is: EY295573. The certificate of registration can be found in the Entrance Hallway.

The Nursery offers 3 main types of full day care sessions. The sessions are as follows:

* Morning sessions run from 08.00am to 13.00pm
* Afternoon sessions run from 13.00pm to 18.00pm
* Full day sessions run from 07.30am to 18.00pm

We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community through our website, open days which are advertised in the free local newspaper, prospectus of the nursery and an open door policy for perspective parents to look around.

The nursery operates an open door policy which provides opportunities for families to visit the nursery at a time that is convenient. However for the comfort of the children who already attend the nursery we ask that families do not visit at lunch time (11.30 am – 1.00 pm) when children are eating and resting.

Parents and Carers are provided with information about the services the nursery offers.

Parents are required to complete a Nursery Registration Form before being allocated a place. A copy of the child’s birth certificate must be provided to prove eligibility for free entitlement. The Nursery Registration Form includes a copy of the terms and conditions which must be signed and dated. The following information must also be provided on the Nursery Registration Form:

* Child’s Full name and Date of Birth
* Address and telephone number of family
* Immunisation history
* Medical details including allergies, dietary requirements or medication
* Details of all individuals who have permission to collect the child from nursery
* Emergency contact details
* Details of any Special Education Needs the child may have
* Ethnicity
* Name and Address of Doctor
* Details of sessions required and preferred start date

Parental rights are given to the individuals stated on a child’s birth certificate. If a parent has been relinquished of their parental rights, we require official written notice such as a court order or similar.

We will always strive to provide a place for a child at the nursery; however there are additional factors to be taken into account. These include:

* Availability of spaces, taking into account the staff/child ratios, the age of the child and the registration requirements;
* When the application is received;
* The nursery’s ability to provide/adapt the facilities for the welfare of the child;
* In the instance of a child requiring a full-time place, they may have preference over a child 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 already attend the nursery.

We operate an inclusion and equality policy and ensure that all children have access to nursery places and services irrespective of their gender, race, religion, colour or creed.

Free Early Education Entitlement (FEEE)

FEEE places are available from the term after a child’s 2nd birthday if the criteria are met – the family living on benefits, in receipt of Child Tax Credits, child with SEN etc (please ask at the office), and universally after a child’s 3rd birthday, providing children with up to 15 hours free childcare per week term time only or 12 hours stretched over a year.

# Settling Into the Nursery:

At the Nursery we strive to ensure all children are given the same opportunity to settle into our nursery environment.

Once a family has returned their child’s registration form, a letter will be sent confirming the place and providing the following information:

* Times of booked sessions and start date
* Settling in procedure
* Invoice procedure

We encourage parents/carers to come into the nursery with their child for approximately 2 settling in sessions to give the child time to become familiar with the nursery environment before being left for the first time. The length, number and timing of settling in sessions is left flexible to ensure we offer a service which suits the needs of individual children and their families.

During these visits parents will be informed of:

* The key person system and who their child’s key person is
* EYFS profiles and daily record sheets
* Meal time routines and menus
* What to bring to nursery
* Medication and first aid practices
* The contact number for nursery
* Drop off and collection procedure
* What to do if they have a complaint or compliment
* Details of child’s likes/dislikes and routines will be collected

Before a child’s first session, parents will be required to complete additional information sheets which will inform key persons of children’s daily routines. These will vary depending on the age of the child.

Written permission will be sought from parents on the following:

* Permission to give emergency treatment.
* Permission to take children on short trips outside of the nursery setting.
* Permission to take photographs of child to be used for EFYS profiles and occasionally promotion.
* Permission to apply sun cream.
* Permission to administer medication as and when required. (Calpol and prescribed medicine only).

The parent/carer is also given the opportunity to raise any comments with the staff which would benefit their child’s care and development.

It is recognised that some children take longer to settle than others. We work with parents on an individual basis to ensure their child copes well with the change and parents feel supported throughout the settling in process. If a child is finding it very difficult to settle we work with parents to identify if there is anything else which can be done, such as:

* Bringing a favourite toy from home or set up activities that we know the child particularly likes.
* Attempting to have the same member of staff meet the child and work alongside them and their parent/carer.
* Encourage parents to phone throughout the day to reassure them and let them speak to the child’s own key person, try and get the parent/carer to collect their child a little earlier so as to observe the child playing.

If a child continues to be distressed after attending nursery for some time, a review with parents/carers would be arranged to see how they feel and what everyone agrees to be the best next step for the child.

During the settling in time, the child’s key person will take photos and make observations in the child’s profile about their first few visits to nursery. Formal assessments will take place approximately six weeks after the child has started to give them time to fully settle in.

# Transition Policy:

As a general rule, children move rooms at ages 2 and 3. However this is dependent on the child’s level of development. It may be that a child is ready to move up sooner or later than peers and this decision will be made on an individual basis after a discussion between the parents and the Key Person has taken place.

We ensure that each child’s profile is up to date so it can be given to another childcare provider should the child move to another Nursery.

Information is shared between key persons when a child moves from one room to another within the nursery. Parents will be asked to complete a transition form to give to the child’s new key person to ensure the new key person is familiar with the child’s likes and dislikes etc. Similarly a report will be completed by the child’s current key person providing information about the child’s routine for the new key person to refer to.

The transition process

Parents/carers are asked to complete a transition form. This form provides the new room with up-to-date information about the child’s likes, dislikes, comforts, favorite activities etc.

A meeting between Key Persons takes place to share information about the child and their needs. The child’s current Key Person is responsible for introducing the Parents/carers to the new key person who will then introduce the new room and routine.

A celebration of this stage is recorded in the child’s profile including information about the child’s achievements to date and the next steps of learning and development.

Settling in visits are organised between rooms; the number of visits depends on the progress made when settling into the new routine.

Transition to another setting

When a child moves to another setting, the child’s profile is forwarded to the new setting within 14 days. Permission is sought from the parents/carers in order for us to do this.

# Children/Sibling Interaction Policy:

All the children in the Nursery are actively encouraged to interact with each other during the day. The children play together in their groups within their rooms during the play sessions; they are also given the opportunity to interact with the other children who are not in their groups on a regular basis.

The children come together at outdoor play times and spend some time socialising and interacting with each other. Siblings who are not in the same rooms at nursery regularly interact with each other during the day at specific times and are also given the opportunity during the play sessions to play with or comfort each other if upset.

If a child is new to the Nursery, but has a sibling who already attends it, then arrangements can be made in order for the children to be together for however long needed on their settling in week.

# Arrivals and Departures Policy:

It is our policy at High Bank Nursery that every child and parent will be welcomed in a pleasant and professional manner on their arrival.

On arrival to the Nursery the Parents/Carers will liaise with their child’s key person where any issues regarding the child will be discussed.

On departure from the Nursery the relevant key person will liaise with the Parent/Carer and discuss the child’s day and any problems that have arisen.

All children attending the nursery have a daily sheet, which has details recorded regarding the child’s day including mealtimes, sleep times, nappies etc. The daily sheet will be relayed to the Parent/Carer at the end of each session.

All children’s daily activities are recorded on a large white board and children’s individual routines are evident within the individual rooms.

Registers:

All children attending the nursery are signed in and out on the daily register. Daily registers are kept in each room and kept up to date by the room leader and assistant room leader. Visitors, students and volunteers are asked to sign in and out in the visitor book in the main entrance.

Registration Forms:

Every child who attends the nursery for childcare has their own file which includes a registration form. This form is completed by the child’s Parent/Carer and includes the following information:

* Home address and telephone number. If the parents do not have a telephone, an alternative number must be given where we can contact them.
* We ask for the contact details of at least another 3 adults who may be contacted if the parents are unavailable.

If anyone other than main parent/carer is collecting we ask for advance notice. If the staff are in any doubt, they are advised to seek advice from the manager.

Parents/Carers are asked to complete a contact update form every year to ensure we have the most up to date information. If a child’s family details change throughout the year, a new registration form will be completed.

If any information regarding the collection of a child changes, this is passed on to the child’s key person who will make a note of it on the child’s registration form.

Collection:

Children can only be collected from the Nursery by the persons named on the child’s registration form. We ask parents to provide a password for additional people who may collect their child and a password which is known only to the individuals authorised to collect the child, so we can identify them upon arrival.

If a member of staff has any concerns about who has arrived to collect a child the following procedure will be adhered to:

* The manager will be informed of their concerns.
* The registration form will be checked for the names of those authorised to collect the child.
* Parental responsibility rights will also be verified by referring to the child’s birth certificate or court papers relating to access and custody which are kept within the child’s file.
* The parents will be contacted to confirm the arrival of the person coming to collect the child and gain a physical description of the person if necessary.
* If we are unable to contact the parents to confirm the identity of the individual the child will remain in the nursery until contact has been made.

If a parent is unable to collect their child, parents are asked to contact the nursery and inform the manager of the alternative arrangements which have been made.

Collection by an unknown adult

On occasions when parents or the person normally authorised to collect the child are not able to collect the child the following procedure will be followed:

* The parents will contact the nursery to give details of who will be collecting the child.
* The name and relationship to the child of the person collecting the child is noted.
* A way of identifying the individual is agreed with parents such as a password or form of identification.
* When the named individual arrives this information is checked and parents may be contacted if any discrepancies occur.
* Under no circumstances will a child be allowed to leave with an adult who is not known by the nursery.
* If an unknown adult arrives to collect a child without the parent/carer contacting the nursery first they will be asked to wait in the reception area until we have contacted the parents to confirm their identity.
* If the parent cannot be contacted then the child will remain in nursery until we are able to contact the parent/carer.
* If the parent/carer cannot be contacted then we will telephone the emergency contacts on the registration form to seek advice on the location of the parent/carer and ask for one of them to come and collect the child.
* The unknown adult will be advised on the situation and reminded of our duty to safeguard all the children in our care.

Young people collecting siblings from Nursery

We do not allow any child to leave the Nursery with any young adult under the age of 16 years.

Other Matters on Collection

* All medications will be signed for by parents/carers before leaving the building.
* Soiled clothes will be given to the parent/carer to be taken home.
* Any newsletters, invoices, fee reminders and parent/carer information will be distributed efficiently.

# Late/Non-Collection Procedure:

Parents /Carers are informed that if they are unable to collect the child as planned, they must inform a member of Nursery staff on our contact telephone number provided so that we can initiate back up procedures.

Parents are informed that in the event that their child is not collected from the nursery by an authorised adult and the staff can no longer supervise the child in our premises then we apply our child protection procedures as follows:

* Information is checked about changes to normal collection routines.
* If no information is available parents/carers are contacted at home or at work.
* If this is unsuccessful, the adults who are authorised by the parents to collect their child from the nursery – and whose telephone numbers are recorded on the registration form – are contacted.
* All reasonable attempts are made to contact the parents/carers or emergency contacts on the registration form.

The child will remain at the nursery in the care of two staff until the child is safely collected. The child will not leave the premises with anyone other than those named on the registration form unless contact has been made with parents and alternative arrangements are made.

If the child is still on the premises 30 minutes after the end of the session we contact our local authority children’s services department First contact 01642 527764 during office hours or 08702402994 out of office hours) and inform Ofsted 0300 123 1231.

A full written report is recorded and depending on the circumstances we reserve the right to charge parents for the additional hours worked by our staff. The extra charge for additional hours will be at the rate of £15 and will start at 15 minutes after the expected collection time. This will be charged as an hour for 15-30 minute lateness as two members of staff will need to be present.

# Attendance & Punctuality Policy:

Attendance at pre-school is an important pre-requisite for children to be successful at school and achieve their full potential.

Irregular attendance and punctuality can serve to undermine educational achievement and disadvantage children in the long term.

Attendance and punctuality will be monitored and supported for every child in nursery regardless of race, religion, ability, ethnicity or gender.

Action will be taken to support attendance but ultimately responsibility lies with parents to ensure that their children attend.

What should you do?

* Make sure your child attends agreed nursery sessions
* If your chid will not be attending their agreed nursery session(s) you should inform the nursery on the first day of your child’s absence or prior to their first day of absence if this is appropriate
* Ensure you inform the nursery of any changes to your contact details specified on your parent/carer contract to ensure we can contact you regarding any absences

What we will do:

* Record and monitor your child’s attendance at nursery
* Record notifications of absence of a child
* Where notification of absence of a child is not received we will follow the Attendance Procedure

Procedure:

For when children are absent from their nursery session

* If a call is received informing the Nursery of a child’s absence, the person taking the call from parent/carer will inform the room where the child is based, the staff in that room will make a note of the absence on the register
* Nursery staff will also record absence of a child where no phone call has been received, and inform the Deputy or Manager.
* If the child has missed ten sessions and parents/carers still haven’t been in contact with the nursery then the nursery manager/deputy will attempt to contact the parent/carer by phone or letter, if there is no response, the Nursery Manager/Deputy will phone emergency contact details listed on the child’s contract
* If the Nursery Manager/Deputy is unable to contact the Parent/Carers and the emergency contacts by phone to establish the reason for absence, they will complete a Cause for Concern Form with all details of attempted contact and pass immediately to the Designated Safeguarding Lead
* The Designated Safeguarding Lead will determine the next course of action and record it on the Cause for Concern Form in accordance with the Cause for Concern Policy and Procedure

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# Cause for Concern

The nursery has a key role in ensuring priority is given at all times to safeguarding children in our care. The Cause for Concern Policy and Procedure states what action will be taken by nursery employees to ensure all concerns are addressed and action taken immediately.

The Cause for Concern Form must be completed if a concern is raised regarding a child, (no matter how minor the concern may be). This form must be completed immediately and the concern raised with the Designated Safeguarding Lead whilst the child is still on site. If support is required regarding completion of the Cause for Concern Form, this can be obtained from the Designated Safeguarding Lead. The Designated Safeguarding Lead will then act upon the concern appropriately, giving feedback to the member of staff. If the staff member is not happy with the feedback received, they are advised to contact local authority children’s services department First contact 01642 527764 during office hours or 08702402994 out of office hours) themselves if this was not already the action taken by the Designated Safeguarding Lead.

# Safeguarding Policy: Child Protection

Our nursery wants to work with children, parents and the community to ensure the safety of children and to give them the very best start in life. The Nursery recognises that safeguarding means protecting children from maltreatment, preventing impairment to a child’s health or development, and ensuring children are growing up in circumstances consistent with the provision of safe and effective care, modelled through nursery practices. Child protection is a part of safeguarding and welfare promotion, but is an activity undertaken to protect specific children who are suffering or likely to suffer harm.

The Nursery recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. It endeavours to provide a safe and welcoming environment where children are respected and valued. The nursery is committed to providing an environment which ensures children are safe from potential abuse and will respond to any suspicion of abuse in a way that protects the child’s rights and reinforces the adult’s responsibilities to the children.

Children learn best when they feel healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them, here at Nursery we take all necessary steps to keep all children in our care safe and well. We make sure that all practitioners who have contact with the children in our care promote good health, manage behavior, maintain records accurately and abide by all of our polocies and procedures.

A safeguarding statement and brief guide to generic safeguarding procedures within the nursery can be found in the reception and people are advised to read it when visiting.

Principles

The Nursery core safeguarding principles are:

* To work with children, staff, parents/carers and the community to ensure the safety of children and to create a safe environment for all.
* Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier review date.
* The Nursery will ensure that the welfare of children is given paramount consideration when developing and delivering all activities.
* All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection.
* We encourage the children in our care to develop a sence of autonomy and independance through adult support in making choices and in finding names for their own feelings and acceptable ways to express them.
* All staff have an equal responsibility to act on any suspicion or disclosure that may suggest that a child is at risk of harm in accordance with this guidance.

Aims

* To provide staff with the necessary information to enable us to meet our statutory responsibilities to promote and safeguard the wellbeing of children.
* To ensure consistent good practice across the setting.
* To demonstrate the setting’s commitment to safeguarding children.

Terminology

*Safeguarding* and *promoting the welfare of children* refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe, effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

*Child protection* refers to the processes undertaken to meet statutory obligations laid out in the Children Act 1989 and associated in respect of those children who have been identified as suffering, or being at risk of suffering harm.

Context

* The Children Act 1989 states that the child’s welfare is paramount and that every child has a right to protection from abuse, neglect and exploitation.
* General welfare requirement: Safeguarding and promoting children’s welfare. The provider must take necessary steps to safeguard and promote the welfare of children.
* Early Years Foundation Stage principles: Unique Child, Positive Relationships, Enabling Environments, Learning and Development.
* Outcome: Stay Safe.

Liaison with other bodies

* We work within the Local Safeguarding Children Board (LSCB) guidelines.
* We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements, which affect the well being of children.
* We have procedures for contacting the local authority on child protection issues.
* Records of the local NSPCC contacts are also kept.
* If a report is to be made to the authorities, we act within the current LSCB guidance in deciding whether we must inform the child's parents at the same time.

### Named Safeguarding Officer

Jennifer Thompson, Sharon Harrison or Helen Shearer can be contacted on 01642 614020.

The Nursery will ensure every staff member (including temporary/ supply staff/ volunteers) know the name of the designated safeguarding officer.

Roles and responsibilities

All early years settings must nominate a senior member of staff to coordinate child protection arrangements.

The setting will ensure that Designated Safeguarding Officers:

* Are appropriately trained;
* Act as a source of support and expertise to the setting;
* Share information about child protection and good practice with parent/carers, staff and volunteers;
* Have an understanding of Local Safeguarding Children Board procedures;
* Keep written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child’s general file;
* Refer cases of suspected neglect and/or abuse to children’s social care or police in accordance with this guidance and local procedure;
* Develop effective links with relevant statutory and voluntary agencies;
* Ensure that all staff sign to indicate that they have read and understood this policy;
* Ensure that the child protection policy is updated annually;
* Keep a record of staff attendance at child protection training and make this policy available to parents.

### Good practice guidelines

To meet and maintain our responsibilities towards children, the setting agrees to the following standards of good practice:

* To treat all children with respect;
* To set a good example by conducting ourselves appropriately;
* To ensure staff are positive role models to children and other members of the team and never engage in rough, physical or sexually provocative games;
* To involve children in decision-making which affects them (taking age and development of children into account);
* To encourage positive and safe behaviour among children;
* To be a good listener;
* To be alert to changes in a child’s behaviour;
* To recognise that challenging behaviour may be an indicator of abuse;
* To read and understand all of the setting’s safeguarding and guidance documents on wider safeguarding issues, for example, physical contact and information-sharing;
* To ask the child’s permission before doing anything for them which is of a physical nature, such as assisting with dressing or administering first aid;
* To maintain appropriate standards of conversation and interaction with and between children and avoid the use of sexualised or derogatory language;
* To be aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse;
* To raise awareness of child protection issues and equip children with the skills they need to keep themselves safe;
* To provide any form of manual or physical support required, as a last resort and to do so openly and appropriately, and to always consult the children and gain their agreement (taking age and development of children into account);
* To establish a safe environment in which children can learn and develop, particularly in their confidence and self-esteem and to provide opportunities for achievement in accordance with the Statutory Every Child Matters Framework: Being Healthy, Staying Safe, Enjoy and Achieve, Positive Contributions and Economic Wellbeing.

Establishing a professional code of practice

All staff will be informed of the setting’s code of conduct, and will sign to adhere to these conditions. Any staff known to be breaking these conditions may be subject to disciplinary action.

### Intimate/Personal care

Children’s dignity will be preserved and a level of privacy ensured. The normal process of changing underwear should not raise child protection concerns. There are no regulations that indicate that a second member of staff must be available to supervise the changing process to ensure that abuse does not occur, but we ensure that staff do not leave themselves vulnerable and will always work in an open environment by avoiding private or unobserved situations or closing doors to toilet areas.

Behavioural expectations to ensure children are safe and to ensure false accusations are avoided

Whilst caring for other people’s children, we are in a position of trust and our responsibilities to them must be uppermost in practitioners’ minds at all times.

We do not:

* Use any kind of physical punishment or chastisement such as smacking, hitting or rough handling;
* Behave in a way that frightens or demeans any child;
* Use any racist, sexist, discriminatory or offensive language;
* Engage in rough or physical games, including tickling or horseplay;
* Let allegations a child makes go unchallenged, unrecorded or not acted upon.

Use of mobile phones

Please refer to our “Mobile Phones & Other Personal Equipment Policy”, and consider it within the context of safeguarding children policy.

Cameras: photography and images

Please refer to our “Mobile Phones & Other Personal Equipment Policy”, and consider it within the context of safeguarding children policy. Under no circumstances will the camera/camera phones be allowed into the bathroom areas. Parents are NOT permitted to take photographs on the nursery premises without management permission.

### Children who may be particularly vulnerable

To ensure that all of children receive equal protection, we will give special consideration and attention to children who are:

* Disabled or have special educational needs;
* Living in a known domestic abuse situation;
* Affected by known parental substance misuse;
* Asylum seekers;
* Living in temporary accommodation;
* Living transient lifestyles;
* Living in chaotic, neglectful and unsupportive home situations;
* Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
* Do not have English as a first language.

### Support for those involved in a child protection issue

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support the children and their families and staff by:

* Taking all suspicions and disclosures seriously;
* Responding sympathetically to any request from a member of staff for time out to deal with distress or anxiety;
* Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
* Storing records securely;
* Offering details of help lines, counselling or other avenues of external support;
* Following the procedures laid down in our whistle blowing, complaints and disciplinary procedures;
* Co-operating fully with relevant statutory agencies.

### Allegations against a member of the family/staff

The EYFS statutory framework states: Registered providers must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Registered providers must also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

An allegation of child abuse made against a member of the family or staff may come from a parent, another member of staff or from a child’s disclosure.

If a concern is raised it must be reported to one of the safeguarding officers immediately who will liase with the practitioner involved and a confidential Cause for Concern Record will be filled in.

Where a child makes a disclosure to a member of staff, that member of staff will:

* Take exact written notes of what the child says/does. If it is not possible to record the disclosure at the time it takes place then notes must be written up immediately afterwards. These notes cannot be amended and must be signed and dated by the practitioner.
* Listen to the child.
* Offer reassurance to the child but does not promise confidentiality to the child.
* Avoid asking leading questions and should only ask what they need to know.
* Record details of the concern/allegation.
* Record the child’s name, date of birth, and address.
* Record the date and time of the observation/disclosure.
* Record the exact words spoken by the child.
* Make an objective record of the observation/disclosure.
* Inform the Safeguarding Officer who will then seek confidential advice from the Local Safeguarding Children Board local authority children’s services department DOLA Phil Curtis 01429 284284during office hours or email: Philip.curtis@stockton.gov.uk out of office hours) and inform Ofsted 0300 123 1231. When seeking advice the Safeguarding Officer will note the name of the individual they speak to, record exactly what advice is given and the date and time.
* Advise Ofsted on 0300 123 1231 and record the name of the person and the advice given.
* Contact the Disclosure and Barring Service on the help line number 01325 953795. Record the name of the person spoken to. The conversation is recorded as a matter of course. Ask if the DBS consider this to be a referring matter. Generally, if the complaint is regarding a member of staff they will suggest that the individual should be referred as and when the individual is dismissed, or if they resign before the nursery has the opportunity to dismiss. They will suggest the individual should be referred as and when the individual is dismissed, or if they resign before the nursery has the opportunity to dismiss.
* Take advice from the Emplaw Solutions Safeguarding advice line immediately on 0845 894 0699 who will advise if the situation is classed as Relevent Conduct and, if the complaint is directed at a member of staff, if they should be suspended. If they advise to suspend the staff member, Emplaw Solutions will provide the setting with a draft suspension letter.

If the member of staff is suspended they will be removed from the setting immediately.

No disciplinary action will be taken until the outcome of the investigation is concluded.

The nursery will co-operate fully with the process of Social Care and the Police investigations. However, if the Police, Social Services or Local Authority indicate they want to carry out the investigation and we should not investigate, but the setting feels there is a strong case against the individual based on witness statements or CCTV evidence, we will thank the authorities for their advice and continue with our in-house investigation.

The nursery will support and treat with respect the member of staff who is suspended. Suspension is not an indication of guilt.

If the results of the investigation indicates the allegations are justified on the balance of probability, the nursery will advise Emplaw Solutions who will produce a letter to be sent to the suspended individual advising them that they will be subject to disciplinary proceedings and inviting them to a disciplinary interview. Should the nursery not feel comfortable or fully capable of carrying out the disciplinary, a consultant from Emplaw Solutions will attend the setting to handle the hearing.

If the individual is dismissed with the right to appeal, the Safeguarding Officer will complete a Disclosure and Barring Referral form; a copy may be found in the appendix.

Once referred the individual will be subject to the DBS 5 Stage barring process; details may be found in the appendix.

If the result of the investigation is that it was a false allegation, the nursery will give the individual appropriate support.

Whistle Blowing

Please refer to our “Whistle Blowing Policy”, and consider it within the context of the safeguarding children policy.

### Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. Child protection training is mandatory for all staff and will be part of their induction process. The Designated Safeguarding Person (where applicable) will ensure that the staff’s knowledge, understanding and practice of safeguarding children are current and up-to-date at all times. Where gaps are identified support and training will be mandatory. The Designated Safeguarding Person will receive updated training at least every three years, including training in inter-agency procedures and Early Help (Common Assessment Framework CAF) to support for their roles.

### Disclosure & Barring Update Service

It is the policy of The Nursery to enhance our safeguarding process and reduce risks. To achieve this, when an employee’s CRB/DBS certificate is due for rechecking, a DBS check will be carried out at the expense of the employee and the employee will subscribe to the DBS update service. The cost of subscribing to the DBS Update Service will be £13.00 per annum and the cost will be borne by the employee. It is a condition of employment that employees will subscribe to the service for the duration of their employment with High Bank Nursery and that they give High Bank Nursery their ongoing consent to carry out checks for the duration of their employment.

Benefits to employees of subscribing to the Update Service:

* Saves them time and money,
* One DBS certificate is all they may ever need,
* Take their DBS Certificate from role to role within the same workforce,
* They are in control of your DBS Certificate,
* They can get ahead of the rest and apply for jobs pre-checked.

Update Service Status Checks (results):

When The Nursery carries out an online status check of a DBS certificate, we will receive one of the following status results:

* **The DBS Certificate did not reveal any information and remains current, as no further information has been identified since its issue.** (Current and Valid). This means the original certificate was empty and no new information has been added.
* **This DBS Certificate remains current as no further information has been identified since its issue.** (Current and valid). This means the original certificate had something minor and insignificant on it but nothing new has been added.
* **This DBS Certificates is no longer current. Please apply for a new DBS check to get the most up to date information.** (Not Current, Not Valid). Should we receive this status report the employee will be suspended on full pay immediately whilst we check with the DBS to see if the individual is barred using the Early Confirmation of barring. This process should take 5 working days. A copy of the Early Confirmation form can be found in the appendix.
* **The details entered do not match those held on our system, please check and try again**. (Not valid). This means either, the individual is not subscribed to the Update Service, or the individual has unsubscribed themselves from the service, or the information submitted was inaccurate.

Guidance for employees and employers regarding DBS Update Service may be found in the Appendix.

### 

### Safer Recruitment and ID Procedure

The Nursery practices robust recruitment and selection procedures in checking the suitability of staff, volunteers, assistants to work with children. This will ensure the process of safe recruiting; job adverts include deterrent and advisable statements of DBS enhanced checks for regulated activities, and follow guidance from the DBS.

Safer recruitment means that all applicants will:

* Complete an application form on the premises, CVs on there own are unacceptable;
* Provide two referees, including at least one who can comment on the applicant’s suitability to work with children;
* Provide evidence of identity and qualifications as per the new DBS ID Process.
* We ensure that the people we employ to work with children are suitable to fulfil the requirements of their role. We make sure that all our staff obtain an enhanced DBS check for regulated activity. We tell our staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitabilty to work with children. We do not allow any staff whose suitabilty has not been checked through an Enhanced DBS check for regulated activity to have any unsupervised contact with children in our care. We record all information about staff qualifications, identity checks and vetting processes that have been completed including the Enhanced DBS check for regulated activity reference number, the date a disclosure was obtained and who obtained it.
* We also meet our responsibilities under the Safeguarding Vunerable Groups Act 2006 which includes a duty to make a referral to the Disclosure and Barring Service when a member of staff is dismissed or would have been if they had not left the setting first because they have harmed a child or put a child at risk of harm.

There are 3 routes which can be taken to complete the ID Process, listed below.

To Complete Route One;

Applicants will need to provide one document from both lists below. If a candidate cannot produce the below documents, move to Route Two;

Document One:

* + Biometric Residence Permit (UK)
  + Current valid passport
  + UK Birth certificate Issued at birth
  + UK Photo Driving License

**Document Two:**

* + Adoption Certificate
  + Document from Government
  + Bank/Building Society Statement
  + Benefit Statement
  + Biometric Residence Permit (UK)
  + Card with PASS accreditation Logo
  + Council Tax Statement
  + Current Valid Passport
  + EU National ID card
  + Financial Statement
  + Fire Arms License
  + HM Forces ID card (UK)
  + Letter from Head Teacher/College
  + Mortgage Statement
  + Non UK Photo Driving License
  + P45/P60
  + Birth Certificate Issued After Birth
  + Birth Certificate Issued at Birth
  + UK Driving License (Old paper format)
  + Marriage/Civil partnership License
  + Utility Bill (Not mobile telephone)
  + Work Permit/Visa UK Residence

**Document Three**

* + Adoption Certificate
  + Document from Government
  + Bank/Building Society Statement
  + Benefit Statement
  + Biometric Residence Permit (UK)
  + Card with PASS accreditation Logo
  + Council Tax Statement
  + Current Valid Passport
  + EU National ID card
  + Financial Statement
  + Fire Arms License
  + HM Forces ID card (UK)
  + Letter from Head Teacher/College
  + Mortgage Statement
  + Non UK Photo Driving License
  + P45/P60
  + Birth Certificate Issued After Birth
  + Birth Certificate Issued at Birth
  + UK Driving License (Old paper format)
  + Marriage/Civil partnership License
  + Utility Bill (Not mobile telephone)
  + Work Permit/Visa UK Residence

To complete Route Two;

Candidates will be required to produce any document from the list below. If they cannot, move to Route Three.

**Document One**

* + Adoption Certificate (UK)
  + Fire Arms License
  + HM Forces ID Card
  + Non UK Photo Driving License
  + UK Driving License (old Paper format)
  + Marriage/Civil partnership License

**Document Two**

* + Adoption Certificate
  + Document from Government
  + Bank/Building Society Statement
  + Benefit Statement
  + Card with PASS accreditation Logo
  + Council Tax Statement
  + Credit Card Statement
  + EU National ID Card
  + Financial Statement
  + Fire Arms License
  + HM Forces ID Card (UK)
  + Letter From Head Teacher/College
  + Mortgage Statement
  + Non UK Photo Driving License
  + P45/P60
  + Birth Certificate Issued After Birth
  + Birth Certificate Issued at Birth
  + UK Driving License (Old paper format)
  + Marriage/Civil partnership License
  + Utility Bill (Not mobile telephone)
  + Work Permit/Visa UK Residence

**Document Three**

* + Adoption Certificate
  + Document from Government
  + Bank/Building Society Statement
  + Benefit Statement
  + Card with PASS accreditation Logo
  + Council Tax Statement
  + Credit Card Statement
  + EU National ID Card
  + Financial Statement
  + Fire Arms License
  + HM Forces ID Card (UK)
  + Letter From Head Teacher/College
  + Mortgage Statement
  + Non UK Photo Driving License
  + P45/P60
  + Birth Certificate Issued After Birth
  + Birth Certificate Issued at Birth
  + UK Driving License (Old paper format)
  + Marriage/Civil partnership License
  + Utility Bill (Not mobile telephone)
  + Work Permit/Visa UK Residence

**Route Three;**

**ALL Registered Bodies must have exhausted Route One and should have endeavoured to have accessed an external validation check (Route Two) before they consider processing the Applicant via Route Three.**

If the applicant cannot meet the requirements of Route One and Two, The Nursery will have a probing discussion with them to establish why they could not meet these requirements and whether there has been a recent or previous change of name that has **not** been declared.

For Route Three, the applicant must produce:

* Birth Certificate (UK and Channel Islands) – (issued after the time of birth by the General Register Office/relevant authority i.e. Registrars – Photocopies are not acceptable) and
* 4 further documents from Group 2 comprising of:
  + 1 Document from Group 2a; and
  + 3 Further documents from group 2a or 2b; one of which must verify their current address.

**If the applicant fails to produce the required document set at Route Three, they will need to be sent for fingerprinting by the Police which is likely to cause delay to the DBS application process and subsequently to High Bank Nursery’s recruitment process.**

Please refer to our “Recruitment and Selection Policy and Procedure” for a comprehensive understanding and consider it within the context of safeguarding children policy.

### Cautions & Convictions

The police have it within their remit to give ‘cautions’ for a variety of different offences. The caution is sent in the post and requires ‘you’ to sign to say that you ‘accept’ this offence.

However, signing this caution is an admission of guilt and will result in your offence being forwarded to the Disclosure and Barring Service. The same applies to convictions. They will then be placed on your DBS file and in certain cases if appropriate may result in The Nursery taking the following steps:-

Disciplinary Proceedings:

* (Gross Misconduct, for example, if the company’s name is brought in to disrepute).
* Safeguarding issues resulting in Barring.

During this process the company’s policies and procedures will be adhered to at all times.

It is the responsibility/contractual obligation of all staff to inform the nursery of any ‘cautions’ or convictions they may have received immediately.

Associations

It is now part of the DBS Service to link/associate people who live at the same address. Partners/associates who have a criminal record, according to the level and type of offence may have some bearing on your current or new DBS application.

### Ofsted Disqualification by Association

All of our existing staff and new members of staff must complete an annual disqualification declaration form in which they will have to answer whether they or a person living or working in the same household has:

* A caution, issued on or after 6th April 2007 or conviction irrespective of date of issue for certain criminal offences
* An order made in relation to children under their care
* Had registration refused or cancelled in relation to childcare or children’s homes or been disqualified from private fostering

Should a member of staff tick yes to any of the questions they will be suspended with full pay and reported to Ofsted. The staff member may request a waiver at the same time or at a later date.

If the decision to waive the disqualification is refused and the staff member wishes to appeal against this, they can do so by going to the first- tier tribunal (Health, Education and Social Care Chamber) within 28 days of the date on the decision letter.

If the employee lives in the same household as someone who is barred from working with children, or has committed a particular offence and the court has subsequently ordered that they are disqualified from working with children, Ofsted cannot grant a waiver.

# Safeguarding and Child Protection Procedures:

### Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. We will ensure all staff understand their responsibilities in being alert to indicators of abuse and their responsibility for referring any concerns to the designated person responsible for child protection.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

1. Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen’s Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

1. Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age/developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

1. Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

1. Neglect

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

(Definitions taken from Working Together to Safeguard Children)

### Indicators of abuse and what you might see

It is vital that staff are aware of the range of behavioural indicators of abuse and report any concerns to the designated person. We are aware that it is our responsibility to report concerns. It is **not** an employees responsibility to **investigate or decide** whether a child has been abused.

A child who is being abused and/or neglected may:

* Have bruises, bleeding, burns, fractures or other injuries
* Show signs of pain or discomfort
* Look unkept and uncared for
* Change their eating habits
* Have difficulty in making or sustaining friendships
* Appear fearful
* Be reckless with regard to their own or others safety
* Self-harm
* Frequently be absent or arrive late
* Show signs of not wanting to go home
* Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
* Become disinterested in play activities
* Be constantly tired or preoccupied
* Be wary of physical contact
* Display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They will be viewed as part of a jigsaw, and each small piece of information will help the Designated Safeguarding Person to decide how to proceed. It is very important that concerns are reported – ‘absolute proof’ that the child is at risk is not needed at this stage.

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### Taking action: Child Protection

The Nursery will always be on alert to any issues that may be of concern in a child’s life at home or elsewhere. We have policies and procedures that we implement to safeguard all children in our care. These are in line with the guidance and procedures of the Local Safeguarding Children Board.

Jennifer Thompson is our staff member responsible for safeguarding children in the nursery. Sharon Harrison is responsible for liaison with the local statutory children’s services agencies and the LSCB. They must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required. Both Jennifer and Sharon has attended a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect.

The Nursery trains all staff to understand their safeguarding policies and procedures, and make sure that all our staff has up to date knowledge of safeguarding issues. Training that we provide to our staff enables them to identify signs of possible abuse and neglect at the earliest opportunity, and how to respond in a timely and appropriate way. These will include:

* Significant changes in children’s behaviour
* Deterioration in children’s general well-being
* Unexplained bruising, marks or signs of possible abuse or neglect
* Children’s comments which give cause for concern
* Any reason to suspect neglect or abuse outside the setting
* Inappropriate behaviour displayed by other members of staff or any other person working with the children. For example: excessive one-to-one attention beyond the requirements of their usual role and responsibilities, inappropriate sexual comments or inappropriate sharing of images

We have regard to the government’s statutory guidance ‘Working Together to Safeguard Children 2015’. If we have any concerns about children’s safety or welfare, we will notify agencies that have statutory responsibilities without delay. These include: local children’s social care services and in emergencies the police.

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children at the nursery. We will also inform Ofsted of the action taken in respect of the allegations; these notifications will be made as soon as reasonably practicable, but at the latest within 14 days of the allegations being made

Key points for employees to remember for taking action are:

* In an emergency take the action necessary to help the child, for example, call 999,
* Report your concern to the Designated Safeguarding Person immediately,
* If the Designated Safeguarding Person is not available, ensure the information is shared with the most senior person in the setting that day and ensure action is taken to report the concern to children’s social care,
* Do not start your own investigation,
* Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family,
* Complete a record of concern about children, even where there is no need to refer the matter immediately (dated and signed on each page),
* Seek support for yourself if you are distressed.

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### Parental partnership

Where possible, concerns will be discussed with the parent/carer for an explanation, providing it does not put the child at immediate risk. Parental agreement will be sought for a referral to First Contact unless seeking agreement is likely to place the child at risk of significant harm through delay or the parent’s actions or reactions.

Where we decide not to seek parental permission before making a referral to the First Contact team, the decision will be recorded in the child’s file with **reasons, dated and signed**.

Where the parent refuses to give permission for the referral, unless it would cause undue delay, further advice will be sought from the Early Help Assessment team, Safeguarding Champion at SBC or the Designated Child Protection person (of the setting) and the outcome fully recorded.

Parents must notify the Nursery regarding any concerns they may have about their child and any accidents, incidents or injuries affecting the child, which will be recorded.

We will involve parents and carers wherever possible and ensure they have an understanding of the responsibilities placed on the setting for safeguarding children by setting out its statutory duty in the Nursery policy and procedures, prospectus and notice board.

### Referral to children’s social care

The Designated Safeguarding Person will follow the procedures set out by the Local Safeguarding Children Board if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

If the Designated Safeguarding Person has any reason to believe that a child is subject to either physical, emotional, sexual abuse or neglect, it will immediately be reported to the local authority children’s services department First contact 01642 527764 during office hours or 08702402994 out of office hours) 0300 123 1231 who will refer us to a duty social worker, OFSTED 0300 123 1231, Disclosure and Barring Service on 01325 953 795 (and refer to the DBS referral section) and DOLA(if it is an allegation against a member of staff or family).

However, if we are seriously concerned about a child’s immediate safety, we will dial 999.

### Reffering of Employees

When to refer:

* When an employee has harmed a child through their actions or inactions (relevant conduct) or,
* If the employee has received a caution, conviction or police warning for relevant conduct
* Represent a risk of harm to a child (satisfied the harm test)

Harm Test

The harm test is when someone has not actually harmed but poses a risk of harm or they **may**;

* Harm a child or vulnerable adult
* Cause a child or vulnerable adult to be harmed
* Put a child or vulnerable adult at risk of harm
* Attempt to harm or a child or vulnerable adult
* Incite another to harm a child or vulnerable adult

How to refer to the Disclosure & Barring Service (DBS)

In the event of having to refer to the DBS, a referral form must be completed. A copy may be found in the appendix.

### Confidentiality and sharing information

All staff understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence. Staff will only discuss concerns with the designated person or manager. That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis. E-mail is not an advised mean of communication for any sensitive matter and we take no liability for e-mail communication. The Nursery does not use e-mail for these events.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

* Processed for limited purposes,
* Adequate, relevant and not excessive,
* Accurate,
* Kept no longer than necessary,
* Processed in accordance with the data subject’s rights,
* Secure.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

If a database is used to record sensitive information it will be stored on a memory stick (not the hard drive of a computer) and kept off premises or locked in a robust safe, under the Data Protection Act. We are registered with the ‘Information Commissioners Office’ (ICO) as a Data Controller.

We will develop effective links with relevant agencies and cooperate as required with any enquires regarding child protection matters including attendance of case conferences.

### Guidance and sources of information:

|  |  |
| --- | --- |
| Working Together to Safeguard Children  A guide to inter-agency working to safeguard and promote the welfare of children. | www.gov.uk/government/publications/working-together-to-safeguard-children |
| Keeping children safe | [www.keepingchildrensafe.org.uk](http://www.keepingchildrensafe.org.uk) |
| NSPCC | [www.nspcc.org.uk](http://www.nspcc.org.uk) |
| Information on safe recruitment via | <http://www.teachernet.gov.uk/teachingandlearning/EYFS/Welfare_requirements/Suitable_people/Ensuring_suitability/Safe_recruitment/> |
| Disclosure & Barring Service | <https://www.gov.uk/dbs> |

# Preventing Extremism and Radicalisation Policy

Introduction

This Preventing Extremism and Radicalisation Policy is just one element of our overall arrangements to Safeguard and Promote the Welfare of all children in line with our statutory duties.

From July 1st 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to have ‘due regard to the need to prevent people from being drawn into terrorism’.

Our Promises:

Here at The Nursery we take safeguarding very seriously, therefore to ensure that we adhere to the Prevent Duty we will:

* Provide appropriate training for staff as soon as possible. Part of this training will enable staff to identify children who may be at risk of radicalisation
* Build the children’s resilience to radicalisation by promoting Fundamental British Values and by enabling them to challenge extremist views.
* Assess the risk, by doing a formal risk assessment of children being drawn into terrorism including support for extremist ideas that are part of terrorist ideology.
* Ensure that all our staff fully understand the risks so that they can respond in an appropriate and proportionate way.
* Manage our other safeguarding risks by making sure all our staff are alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. The key person approach we use means that we already know our key children well which makes it easier to notice any changes in behaviour, demeanour or personality quickly. Also by keeping in mind that children at risk of radicalisation may display different signs or seek to hide their views.
* Not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. The key person approach means that we already have a rapport with our families so we will notice any changes in their behaviour, demeanour and personality.
* Work in partnership with our Operation Encompass Team SPOC Vanessa Housley 01642 527656 for guidance and support.
* Build up an effective engagement with parents/carers and families.
* Assist and advise families who raise concerns with us, to get them the right support mechanisms.
* Ensure that our designed safeguarding officer’s will undertake prevent awareness training so that they can offer advice and support to other staff members.
* Ensure resources in the nursery are age appropriate for the children in our care and that the staff have the confidence and knowledge to use the resources effectively.

Staff Responsibilities

All of our staff members must be able to identify children who may be vulnerable to radicalisation there is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology, but staff should be alert to changes in children’s behaviour, including even very young children, which could indicate they may be in need of help or protection.

These behaviours may be evident during circle time, role-play activities and quiet times. The best time for children to make disclosures is a time when they are closest to their key person.

Any people from any walk of life can be drawn into radicalisation it is not necessarily connected to their religion or ethnicity. Terrorism is not promoted by any religion or ethnicity.

This policy does not require childcare providers to carry out unnecessary intrusions into family life but we are required to take action when we observe behaviour which causes concern.

Risk Assessments

All of the nursery staff, particularly the staff that work directly with the children are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and how to support them.

Staff should use their professional judgement in identifying children who may be at risk of radicalisation and act proportionately, which may include making a referral to the Channel Program.

Fundamental British Values

The best way of helping children resist extremist views or challenge views such as creationism is to teach them to think critically and become independent learners, which is fundamental to the Characteristics of Effective Learning and Teaching embedded in the EYFS.

We will support our children through the EYFS by providing playful learning opportunities to help them develop positive, diverse and communal identities, as well as their well-being, empathy and emotional literacy all the while continuing to take action to eradicate inequalities, bullying, discrimination, exclusion, aggression and violence; all of which fosters and secures children’s pro-social behaviours, responsible citizenship and real sense of belonging.

The Fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 Early Years Foundation Stage.

Here are some examples based on the statutory guidance to demonstrate these values in practice that will hopefully be useful to you:

Democracy: making decisions together

As part of the focus on self-confidence and self- awareness as cited in Personal, Social and Emotional Development;

* Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.
* Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know that their views count, value each other’s views and opinions and talk about their feelings. For example, children sharing views on what the theme of their role-play area could be with a show of hands.

Rule of Law: understanding rules matter as cited in Personal, Social and Emotional development

As part of the focus on managing feelings and behaviour:

* Staff can ensure children understand their own and others’ behaviour and its consequences, and learn to distinguish between right and wrong.
* Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand that rules apply to everyone.

Individual Liberty: freedom for all

As part of the focus on self-confidence & self- awareness and people &communities as cited in Personal, Social and Emotional Development and Understanding the World:

* Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
* Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand that we are free to have different opinions; for example in a small group discuss what they feel about transferring into reception class.

Mutual Respect and Tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal, Social and Emotional development and Understanding the World:

* Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
* Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
* Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other’s opinions.
* Staff should promote diverse attitudes and challenge stereotypes; for example, sharing stories that reflect and value the diversity of children’s experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

A minimal approach, for example, having notices on the walls or multi-faith books on the shelf will fall short ‘actively promoting’

What is not acceptable is:

* Actively promoting intolerance of other faiths, cultures and races
* Failing to challenge gender stereotypes and routinely segregating girls and boys
* Isolating children from their wider community
* Failing to challenge behaviours (whether staff, children or parents) that are not in line with the Fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

What to do if you suspect that children are at risk of radicalisation?

Follow the normal Safeguarding Procedures including discussing with the nursery designated safeguarding lead, and where deemed necessary, with children’s social care. In Prevent Priority Areas the local authority will have a prevent lead who can also provide support.

The Safeguarding Lead can also contact the local police force or call 101 (the non emergency number); they will then talk in confidence about the concerns and help them access support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk). Please note that the helpline is not meant for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

Radicalism

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

Protecting children from the risk of radicalisation is seen as part of The Nursery’s wider safeguarding duties and similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Extremism

Extremism is vocal or active opposition to Fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism; calls for the death of members of our armed forces, whether in this country or overseas.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages.

Local authorities have a duty to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and necessary , consent is obtained and arrangements are made for support to be provided to those individuals. Channel is available at:

<https://www.gov.uk/government/publications/channel-guidance>

Local Channel Panel Cleveland

DC Gordon Bache

Tel: 01642 302028

Mob: 07894482533

Email: [gordon.bache@cleveland.ppn.police.uk](mailto:gordon.bache@cleveland.ppn.police.uk)

# CCTV Policy

The Nursery is securely monitored by a CCTV surveillance system. Helix Properties are responsible for the operation of the system for ensuring compliance with this policy.

Purpose of CCTV:

CCTV has been installed to assist in ensuring a safe and secure environment for the benefit of children in our care, staff, parents/carers and visitors. These purposes will be achieved by monitoring the system to:

* Assist in the overall security of individuals, premises and equipment
* Act as an effective deterrent against criminal activity, such as vandalism
* Facilitate the identification of any incident which may necessitate action being taken against a perpetrator and assist in providing evidence to the nursery manager

CCTV System

Cameras are located (Externally) at strategic points, essentially:

(Front Entrance and rear of the building)

The planning and placement of CCTV cameras has sought to ensure that the system will give maximum effectiveness and efficiency for its registered purposes, but it is not possible to guarantee that the system will cover or detect every single incident taking place in the areas of coverage.

Digital recordings will be kept for a maximum of 28 days, unless specific incidents have been recorded subject to further investigation. Signage stating the use of CCTV, as required by the Code of Practice of the Information Commissioner has been placed at all access points.

The nursery will comply with the terms of the 1998 Data Protection Act and any subsequent legislation to ensure that the data is treated in a manner that is fair and lawful.

The system operates on digital recording technology and consists of both fixed mount and directional day cameras. Recordings are set for 30 days.

The system is operated by Helix Properties.

Images may only be viewed by members of the management.

Images may be disclosed to law enforcement agencies where a crime needs to be investigated. Details of such disclosure will be noted by the member of the management allowing the disclosure. Once an image has been disclosed to the law enforcement agency, they become the data controller for their copy of that image and it is their responsibility to comply with the Data Protection Act in relation to any further disclosures.

Images will not be disclosed to the media or for internet purposes.

Images will not be disclosed to individuals.

The equipment will be maintained annually to a standard as recommended by the original equipment supplier.

# Lost Child Procedure:

Children being children are not always where they should be, or where you expect them to be. Rarely is this anything other than the child having moved unexpectedly.

Losing a child from the nursery should never happen. Preventative measures within the nursery will include:

* Staff are required to register the child’s arrival and departure. Every member of staff has a responsibility to be aware of how many children are present and head counts take place regularly during the sessions.
* Key persons of new children always take extra care to be aware of their whereabouts and ensure they know the boundaries of where they can and cannot go. Parents/carers are advised of our security procedures and will be given every opportunity to discuss any concerns, particularly if their child has an adventurous nature or a tendency to ‘wander’. All staff would then be made aware of this.
* Children are always counted before going out to play and again when they come back indoors, going to the toilet to wash hands etc. At least one member of staff will always double check that no child has been left behind outdoors or in the toilets.
* Door Handles are above the average child’s height.
* All visitors to the nursery must sign in and wear identification. Delivery people should carry formal identification. If the person needs access to the building they would be supervised.
* Parents/carers should close all the doors and gates behind them and should not hold doors open within the nursery that could allow children to leave an area without the knowledge of the staff.
* When parents/carers are collecting children they should discourage their friends “tailing” you out of the area they are in.

Should a child go missing there are procedures in place detailing actions to be undertaken and all staff are fully aware of these procedures. Should a child go missing during the day but is found after the staff have conducted a search the parents/carers will be informed of the incident at the end of the day.

Should your child go missing and remain missing the parents/carers will be informed immediately, as well as the Police and Local Safeguarding Children Board.

Our missing child procedure is as follows:

* The manager or most senior member of staff present arranges for the other children to be suitably supervised. They will also take an immediate roll call of all children.
* The manager will direct team members to search specific room and play areas, then search the rest of the nursery. Once searched and checked they will report back to the co-ordinating manager. The search would be thorough and entail looking in places like cupboards, under bean bags, including areas which the children do not have normal access such as staff room and office.
* Enquiries are made of any other adults in the vicinity of the setting, and they will also be asked to assist in the search.

Should the child be found hiding then they are spoken to in a calm manner and have it explained that what has happened is not acceptable. The parents of the child must be informed of the incident at the end of the day and a note made in the incident book.

Should a child not be found in the search, then the manager will:

* Call the police. They have resources to conduct a swift search of the area as speed is now important. The Local Safeguarding Children Board including Ofsted will be informed also and will investigate.
* Inform the parents/carers, explaining that the child may be attempting to go home. We understand that, as a parent, you will be distressed and probably angry.
* Prepare a full description of the child, including details of the day’s events and what action has already been taken.
* Staff will not make any comments to the media.
* Once resolved, an internal investigation will take place and immediate measures put in place to ensure it doesn’t happen again.

# Suffocation Policy and Procedure:

At The Nursery, we carry out assessments in order to minimise the risk of suffocation. Daily checks are carried out to ensure there is nothing for babies/children to suffocate on such as:

* Mattresses are safe;
* There are no plastic bags accessible to children;
* There are no pillows, teddies or other toys in cots;
* Children are checked regularly when sleeping;
* Smoke detectors and CO2 detectors are checked regularly to reduce the risk of smoke or gas suffocation.

In the event of a baby/child suffocating whilst at the Nursery, staff would remove the obstruction. If the child is conscious and breathing, we will contact the parent immediately to come and collect the child. However, if the child is unconscious but breathing normally, we would put in the recovery position and telephone for an ambulance then contact the parents and ask them to meet Nursery staff at the hospital. If breathing has stopped or is difficult, resuscitation would be given until the child begins to breathe normally or the ambulance arrives.

All staff are trained in first aid and health and safety and are urged to be vigilant in recognising the risks of suffocation.

# Cover Staff/Student/Volunteer Policy:

This Nursery recognises that qualifications and training make an important contribution to the quality of the care and education provided by Nursery settings. As part of our commitment to quality, we offer placements to students undertaking early years' qualifications and training, for example those studying for the CACHE level 2 /3 Certificate in Pre-school Practice, CACHE level 3 Diploma in Pre-school Practice, and Play work Level 1 & 2, or any other relevant school, college or university course.

We also recognise the importance of encouraging individuals to gain experience in a children’s nursery in a volunteer role. This can help to encourage individuals back into work and/or training and provide the nursery with a wealth of experience from different cultures and professions.

* We require students to meet the 'suitable person' requirements of Ofsted.
* We require schools placing students under the age of 17 years to vouch for their good character as well as having a valid DBS check.
* We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
* Students who are placed in our Nursery on a short-term basis are not counted in our staffing ratios. Students who are placed for longer periods - for example, a year - may be counted in our staffing ratios provided we consider them to be competent and they are 18 years of age or over.
* We require written evidence from schools, colleges and universities to confirm that the student has a valid DBS check before the placement begins.
* We take out employers' liability insurance and public liability insurance which covers both trainees and voluntary helpers.
* We require students to keep strictly to our confidentiality policy.
* Before commencing a placement, students and volunteers are required to complete a written agreement outlining working hours, length of placement and contact details.
* We provide a student handbook which outlines the dress code, expected behaviour etc.
* Students and Volunteers are encouraged to discuss their needs, what they intend to gain from the placement and what support they will require to achieve what is expected.
* A thorough induction process is completed before the placement begins which will include information regarding our policies and procedures, emergency evacuation procedures etc. This is signed by both the student/volunteer and the member of staff conducting the induction.
* Regular supervisions will be organised depending on the level of qualification being undertaken and the level of supervision needed. It is expected that students take responsibility of their own learning and ask for help if necessary.
* Attendance and conduct is monitored on a weekly basis and where there is a problem, contact will be made with the training provider if necessary.
* We make the needs of the children paramount by not admitting students and volunteers in numbers, which hinder the essential work of the Nursery.
* Room supervisors will assess when a student/volunteer is ready to undertake specific duties i.e. leading an activity. This will be dependent on the level of experience and once the student/volunteer has fully settled into the Nursery routine and knows the children and their capabilities well.

Where possible we will endeavour to assist with any of the students’ studies. However before they begin any studies involving children, they should seek permission from management and all correspondence intended for parents should be authorised before being distributed. Any work by the students may be viewed at any time by management and should they deem necessary copies may be retained. No photographs are to be taken without prior consent. Details regarding nursery routine must not be quoted without discussion with management or senior staff.

Any problems or difficulties arising regarding a student placement must be brought to the attention of nursery management immediately.

# Visitors Policy:

All visitors must sign the Visitor’s Book on arrival to acknowledge they accept the rules for visitors posted in the book. A copy of rules for visitors can be found in the visitors book. All visitors must also sign the book on their departure.

On arrival at the nursery the person meeting the visitor will point out that in case of fire the visitor must leave the building by the nearest exit and proceed to the fire assembly point and remain there until staff have recorded that they are out of the building.

A member of staff must accompany visitors in the nursery at all times whilst in the building. The manager must ensure that all contractors accessing the nursery whilst children are present are not left alone in any area that children may use. Contractors no longer have to be DBS checked therefore it is our policy that work is carried out when children are not on the premises, where possible.

Security

Staff will check the identity of any visitors they do not recognise before allowing them into the 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 and gates must be kept locked at all times. All internal doors and gates must be kept closed to ensure children are not able to wander.

# Staff Allocation Policy:

The Nursery employs a high adult to child ratio, which complies with EYFS Welfare Requirements ratios, which is essential to the provision of good quality care.

There is always a minimum of:

* One member of staff to every three children under the age of two.
* One member of staff to every four children aged two
* One member of staff to every eight children aged 3 and over

We have a number of staff who take on extra responsibilities within the nursery to ensure that we continue to deliver high quality services to the families using the nursery.

Regular staff meetings provide opportunities for staff to undertake curriculum and other planning. Meetings will be held at regular intervals to produce short and medium learning plans for that particular period, and themes and topics covering the early learning goals will be utilised within the play plans produced. Long-term goals will be covered within all the activities undertaken by the children attending the setting.

Regular room leader/Nursery manager and inter-room staff meetings will be held to deal with matters arising from planned curricula activities, and/or other matters concerning the children, parents, carers and staff within the setting.

# Babysitting Policy:

This policy has been implemented to provide clarification of some points regarding private babysitting arrangements between staff at The Nursery and parents/carers.

The nursery has a duty to safeguard all children whilst on our premises and in the care of the nursery staff, but this does not extend to private arrangements between staff and parents/carers outside of nursery hours.

The Nursery will not be responsible for any private babysitting arrangements or agreements made between staff and parents/carers.

Out of hours babysitting arrangements must not interfere with staff member’s employment at the nursery.

Confidentiality of employment at the nursery must be adhered to and respected at all times.

The Nursery will not be held responsible for any health and safety or other issues that may arise from these private arrangements.

Parents/carers should be made aware that other adults that may accompany the babysitter may not have the relevant Disclosure and Barring clearance (DBS), and may not be suitable to care for the child/children.

No member of staff will take a child away from the nursery unless they are a named person on the child’s records or we have been given written consent off the parent/carer.

# Slips, Trips and Falls Prevention Policy

Slips and trips resulting in falls are one of the most common causes of major injuries in the workplace. They are not inevitable, and their likelihood can be reduced, with associated risks mitigated, through effective housekeeping, suitable footwear and correct selection of flooring.

The purpose of this policy is to enable The Nursery to ensure that it provides a safe working environment, free from slip and trip hazards as far as reasonably practicable by ensuring where necessary, the appropriate risk assessments and risk reduction methods are in place.

The aim of this policy is to ensure that workplaces are kept free from obstructions and where spills occur they are managed to minimise the risks to all those in the vicinity.

Manager

The specific responsibilities in relation to this policy are:-

The manager is responsible for ensuring that all employees within their area of control are aware of the potential hazards and the safe systems of work in place to prevent slips and trips. The manager is to make sure all staff has read all the nursery policy and procedures.

Undertake investigations on accidents and near miss incidents; implementing and monitoring the effectiveness of measures put in place to prevent reoccurrence. The manager should ensure all employees within their area of responsibility are:-

* Familiar with the nursery’s housekeeping procedures
* Their duties and responsibilities in relation to slips and trips and monitor standards and ensure adherence
* Provide support to ensure that slip/trip hazards are effectively dealt with in areas such as internal corridors /stairs etc

Employees

The specific responsibilities in relation to this policy are:-

All employees are accountable to their manager, to assist with making the Nursery a safe and healthy place in which to work by ensuring:

* Adherence to measures set out in The Nursery policies and procedures file which describe measures put in place to prevent accidents and ill health to themselves and others
* Any slip and trips hazard that they are aware of are reported to their manager as a minimum requirement
* They appropriately clear up any spillages that they are witnesses to or come across, or ensure that the area is made as safe as possible
* They do not carry drinks around work areas if they are likely to create a hazard
* They report incidents appropriately
* They wear suitable footwear for the task they are carrying out
* Nursery external pathways are suitably treated during adverse weather conditions (e.g. snow and ice) in order to reduce the risk of slips and trips.

Nursery Owners

The specific responsibilities in relation to this policy are:-

* Ensure assessments of all internal ‘non-designated/public’ floor surfaces are undertaken with respect to their condition and potential for slip/trip incidents
* There is an effective planned preventative maintenance programme for the nursery outdoor pathways to reduce slips and trips
* There is a suitable provision of appropriate lighting in general areas, to reduce the risk of individuals misjudging floorings or not seeing contaminants
* Appropriate handrails are fitted particularly on slopes and stairs

Risk Assessments

It is the responsibility of the manager/deputy manager to ensure that all slips and trips hazards are risk assessed, documented with identified controls implemented in the required time frame to mitigate or reduce the risk to an ‘acceptable level’. Risk assessments should be reviewed annually or after an incident to identify if further controls can be implemented to eliminate or mitigate the risk.

Cleaning Advice

Use the right amount of the right cleaning products. When moping use a well wrung mop so the floor is not left overly wet. Wet floor signs must be used for communal areas such as reception and the corridor should be cleaned after opening hours with no parents or children in the building by one member of staff to reduce the risk of slips and trips. If there has been a spillage at dinner time for example, remove the spillage, clean the area and you must block that area off until safe. Wet floor signs should still be used.

Obstacles

Ensure there is a suitable walk way through the workplace. Keep it clear, no trailing wires, no obstructions for example shoes and coats on the floor. In the children’s rooms make sure they are kept tidy and toys are suitably stored.

Footwear

Footwear must be practical, safe and sensible with a rubber non-slip heel and rubber non-slip sole. They must be closed over the foot and must be in a clean condition. As an exception Baby room staff can wear a soft shoe (only in the baby room) which must be removed when exiting this room and replaced with non-slip shoes before proceeding elsewhere in the building. We request that all staff members check their own footwear to make sure they are non-slip and have reasonable grip, on a weekly basis to make sure they are adequate. It is not permissible to wear flip flops, high heels etc.

# Health and Safety Policy:

The Nursery believes that the health and safety of children and nursery practitioners is a matter of paramount importance. The Nursery has developed procedures and safe practices to ensure children’s health and safety is maintained, promoted and to prevent the spread of infection. Nursery practitioners are committed to providing a safe, healthy environment where children can learn and develop. Practitioners work closely with parents and health care professionals to ensure all children access nursery facilities safely.

Procedure:

In order to ensure the nursery maintains a high standard of health and safety the nursery has several policies and procedures that are followed on a daily basis. The following table outlines the Health and Safety responsibilities and who is responsible for their implementation.

|  |  |
| --- | --- |
| **Responsibility** | **Person(s) responsible** |
| Overall responsibility | Lesley Thompson |
| Fire Safety and Regulations | Lesley Thompson |
| Re-stocking First Aid Equipment | Sharon Harrison |
| Registering Children’s Attendance | Room Practitioners |
| Monitoring staff, student and visitor attendance | Sharon Harrison |
| Dealing with emergency situations | Jennifer Thompson |
| Ensuring Practitioners have relevant up to date training i.e. 1st Aid and Food Handling qualifications | Jennifer Thompson/Sharon Harrison |
| Reporting to OFSTED | Jennifer Thompson |
| Manual Handling and Lifting | Jennifer Thompson/Sharon Harrison |

First Aiders at Work:

Jennifer Thompson Sharon Harrison

Paediatric First Aiders:

J Thompson, S Harrison, J Moore, Z Forrester, L Watson, H Shearer, L Poulter, R Wilson, S Barnfield, C Morrison, K Andrew, R Garvey, K Harker,

Raising Awareness of Health and Safety to Staff, Children, Parents, Carers and Other Users of the Setting

On commencing employment all staff are expected to read and become familiar with this policy. Where amendments have been made a copy of the Policy will be circulated for all staff to read.

Staff training records are regularly reviewed and training needs identified during supervision sessions. Copies of certificates are kept in the training file in the office.

Signs are used throughout the Nursery to ensure parents and carers are kept informed of the relevant health and safety issues.

Health and Safety is incorporated into children’s everyday experiences. Children are encouraged to look after themselves, their peers and their environment. Relevant topics are discussed at an age appropriate level.

It is the responsibility of all Practitioners to inform Parents and Carers of the health and safety regulations which affect their visit to the nursery.

Insurance

The Nursery is insured by STERLING INSURANCE COMPANY. This covers Employee liability, outings and student and volunteer placements.

### Supervision of children

Nursery practitioners ensure all children are supervised at all times, this includes children sleeping on mats in quiet areas. Children in cots/prams must be checked every 10 minutes. Older children may take themselves to the pre-school bathroom once they are able to do so independently thereby preparing them for the transition to school. However a practitioner must be aware of the child’s whereabouts and remain in the main playroom at all times in readiness to assist the child if necessary.

The manager or person in charge must ensure staff to child ratios and required space per child is maintained at all times when grouping children and deploying practitioners. It is essential that there are always two nursery practitioners present when children are on the premises.

In the event of children leaving the nursery for an outing a risk assessment must be carried out prior to the outing. Practitioners must take a first aid kit and a mobile phone on outings. Small groups of children may be taken on outings providing there are a sufficient number of practitioners remaining on the premises to maintain appropriate staff to child ratios. Practitioners must seek written permission from parents to take children out of the nursery.

Adults can only be left unsupervised with children once all relevant checks have been cleared. This includes an Enhanced Disclosure and Barring Service check for regulated activity, health checks, identification checks and once the nursery has received references.

The nursery has many visitors and students visiting the nursery. In order for the nursery to be able to ensure all visitors are accounted for, the nursery maintains a visitor’s book that all visitors must sign themselves in and out of and provide details of the purpose of their visit.

All visitors and students must be accompanied by a nursery practitioner. Children must never be left unsupervised with a student or visitor that has not been cleared of all relevant checks.

### Security

The building is secured by a buzzer system on the front entrance. Signs are in place to remind parents not to let anybody into the building with them even if they know who they are.

Staff, volunteers, students and visitors must sign in at the reception area and wear an appropriate identification badge at all times.

All internal doors are fitted with elevated handles to prevent children leaving the building without an adult. Outdoor play areas are locked and secured at all times.

Parents are reminded not to allow their children to bring toys etc into the nursery and The Nursery does not accept responsibility for any personal belongings which get lost or damaged whilst on the premises.

The Nursery provides lockers for staff and student belongings. Mobile phones must be kept in lockers and must not be taken into the rooms.

### Risk assessments

Nursery practitioners identify and manage risks to children and adults through carrying out risks assessments. A risk is a likelihood of a hazard occurring and the hazard is anything that could cause harm to others. All activities need to be considered, significant risks are identified, measures are put in place to control or eliminate risks and all hazards and measures are recorded. Other risks that are identified must be controlled appropriately. For example a child standing on a chair is a risk and must be controlled; however this would not necessarily be recorded.

Risk assessments are required to be ‘suitable and sufficient.’ Risk assessments will be set up initially by the Nursery Manager/Deputy Manager and it is the responsibility of the room leader to conduct these checks throughout the day and report any concerns to the Nursery Manager.

Each room is checked at the beginning of the day for hazards, in accordance with each rooms risk assessment. These assessments are reviewed regularly at least annually or as a result of change to the room.

In the event that a risk is identified throughout the day or when opening the nursery, a risk assessment is carried out to determine the severity of the risk and an appropriate course of action to control or eliminate the hazard.

The garden area is checked for hazards before children go out for outdoor play. This check is carried out in accordance with the nursery outdoor play risk assessment that is reviewed once a year or as a result of change to the area.

### Accidents

An accident is classed as an event which results in an injury. An incident is classed as a situation where a child is hurt by another child i.e. biting.

All accidents and incidents involving children are recorded on relevant forms. Forms are to be completed by the Practitioner who was present at the time of the accident or incident.

Accidents must be dealt with by a Practitioner who is a qualified first aider. If an accident or incident should happen when there is no first aider nearby, Practitioners or students should deal with the event immediately and seek the help of a qualified first aider as soon as possible.

If an incident or accident results in a child receiving a bump to the head a separate “bump note” should also be completed. This is then brought to the attention of the manager who is responsible for checking on the child and the details of the event.

Parents are informed of every accident/incident involving their child and are required to sign the relevant forms to say they have been briefed about the event. However information will not be shared about any other child who may have been involved in the incident or accident at the time.

All incidents and accidents are monitored at the end of each month. Monitoring ensures that any issues or concerns are raised and dealt with on a regular basis.

Accidents involving a member of staff must be recorded in the staff accident log book. This is kept in the office and is reviewed by the Nursery Manger. In the event that a member of staff or parent sustains an injury at nursery, an accident/dangerous occurrences form must be completed and returned to the Health and Safety Executive (HSE).

First Aid boxes and equipment is checked every month by the Deputy Manager. Missing and out of date supplies are re-ordered at the same time. Sterile items will be kept sealed in their packages until needed.

It is essential that staff clean up bodily fluids such as urine, faeces, blood, vomit, and eye discharge immediately, wearing disposable gloves and an apron. The area should be cleaned with detergent first followed by sterilising fluid (antibac spray).

In the event that a child bites another child or adult and draws blood both parties should seek medical attention. An accident report form must be completed to reflect this.

The manager or person in charge must notify Ofsted, LSCB and the HSE of any serious injury that the child sustains at nursery. These injuries can include; dislocations, broken bones, cuts or bumps that require medical attention.

(See the First Aid Cover & Procedures and the Accident Recording Procedure).

### Safety Checks

At The Nursery we make sure the nursery is a safe environment for children, the parents, staff and visitors by carrying out safety checks on a regular basis in accordance with the timescales set out in the nursery checklists. These include daily checks of the premises, indoors and outdoors and all equipment and resources before the children access any of the areas. These checks are recorded to show any issues and solutions.

This policy should be read in conjunction with the fire safety, risk assessments, visits and outings and the equipment and resources policy.

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

Risk Assessments

See risk assessment policy.

Electrical Equipment

* All electrical cables are kept out of the reach of children wherever possible and shielded by furniture where they need to be at floor level
* Electrical sockets are all risk assessed and any appropriate safety measures are in place to ensure the safety of the children

Dangerous substances

All dangerous substances including chemicals are kept in locked areas out of children’s reach. All substances must be kept in their original containers with their original labels attached. Safety Data Sheets (Control of Substances Hazardous to Health (COSHH)) and risk assessments must be kept for all substances and the appropriate personal protection taken e.g. gloves, apron and goggles.

Hot drinks and food

Hot drinks must not be consumed in the nursery rooms unless they are in a thermos cup with screw on lid. No canned drinks, sweets or crisps are to be kept or consumed in the nursery rooms.

Transport and outings

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

Room temperatures

* Staff should be aware of room temperatures in the nursery and should ensure that they are suitable at all times and recorded on the appropriate sheet. There is a thermometer in each room to ensure this is monitored
* Staff must always be aware of the dangers of babies and young children being too warm or too cold
* Temperatures should not fall below 18°c in the baby rooms and 16°c in all other areas
* Where fans are being used to cool rooms, great care must be taken with regard to their positioning

Water supplies

* A fresh drinking supply is available and accessible to all children, staff and visitors
* All hot taps accessible to children are thermostatically controlled to ensure that the temperature of the water does not exceed 40°c

Gas appliances

* All gas appliances are checked annually by a registered Gas Safety Register engineer
* Carbon Monoxide detectors are fitted

### Food

In order to ensure the food children are offered has been stored, prepared and served safely nursery practitioners attend training in Basic Food Hygiene and/or ensure they follow hand washing and food handling procedures.

In the event of a member of staff having suffered from food poisoning, they must not handle food for 72 hours.

Nursery practitioners are committed to promoting healthy eating with children. This is reflected through learning experiences and the food that children are offered on a daily basis.

The nursery offers children cow’s milk or water at snack times and children have access to water throughout the day.

(See Nutrition, Meals & Healthy Eating Policy and Food Safety Policy).

### Hot drinks

* In order to safeguard the welfare of the children, staff, parents/carers, and anyone else who is present in the Nursery, there are strict guidelines on the consumption of hot drinks.
* The drinking of hot drinks by children (including warm milk) will only be permitted in cups with lids or bottles. This is to ensure that no other child could be burnt or scalded if the cup were to tip.
* The consumption of hot drinks by staff will be limited to indoor time, and at no time whatsoever are hot drinks to be taken outside. They must only be used in a thermal flask with a screw top lid, and these are to be placed on high shelves so that they cannot be reached by children, and placed safely at the back of the shelf to avoid spillage and accidents
* All staff must ensure that they are extremely careful when they take their hot drink into the room. If for any reason there is any spillage, than this must be immediately cleaned up with a wet floor sign out up to warn others
* The consumption of hot drinks by parents/carers are restricted in our nursery due to health and safety, therefore we ask parents not to bring any hot drinks on to the premises

### Allergies

In the event that a child suffers from an allergy, the nursery will refer to its Medication Policy in order to develop a Health Care Plan for the child and make arrangements for any necessary training. (See also the Food Safety Policy).

### Manual Handling

In order to ensure nursery practitioners are handling heavy loads correctly and safely practitioners follow manual handling guidance provided. In addition when lifting children the nursery practitioner must make a judgement on how heavy a child they are able to lift as an individual. Therefore as with any manual handling task, the practitioner must perform a risk assessment before lifting the child, the practitioner must take into consideration:

* How much the child weighs
* What are their lifting capabilities as an individual
* The environment
* The task
* If the lifting is necessary

(See Good Handling Techniques Policy).

### Fire Safety

Nursery practitioners ensure all children evacuate the building safely and promptly by following the nursery’s fire evacuation procedure, and practices this evacuation at least twice a year.

The nursery deputy manager carries out a fire alarm test weekly. This check assists the manager in maintaining all fire precautions that are in place.

It is the responsibility of all staff to minimise the risk of fire by complying with the following basic rules;

* All staff are trained in emergency procedures.
* Ensure the fire escape corridors are kept clear with a minimum of 1 meter.
* That rubbish is not left lying around or in the corridor and rear doors.
* A sign reading ‘FIRE EXIT’ must at all times indicate all fire exit routes.
* Such exits shall be kept clear of obstructions at all times. A clear route to all fire escapes should be maintained for fire safety in accordance with the appropriate legislation.
* Do not use unauthorised electrical equipment that has not passed an annual electrical test.
* Do not allow naked flames near combustible materials.

All fire extinguishers and blankets are checked annually in accordance with the nurseries procedure.

(See Fire Evacuation Procedure).

### Gas and Electrical Equipment

Electric appliances are PAT tested in accordance with current legislation and each appliance displays it’s own PAT test sticker.

Gas appliances are also checked in accordance with current legislation. The gas isolation switches are in the cupboard in baby room.

The boilers are maintained on a yearly basis and all radiators have appropriate coverings to prevent hot surfaces coming into contact with the children.

Each room has a thermometer which is used to monitor the temperature and measures taken if the room becomes too hot or too cold.

### Windows and Doors

All rooms where children have access have fully opening windows to ensure adequate light and ventilation.

Opening windows have been located above child’s height and have appropriate safety catches.

Windows are either made with safety glass or have safety film placed over their surfaces to prevent shattering in the event of breakages.

Doors are fitted with finger guards for children’s safety.

Fire doors are clearly marked and are never left propped open.

### Floors and Stairs

All floors are covered with materials which are fit for purpose.

Floors are checked regularly to ensure they are free of dirt, damage and trip hazards.

Any issues are rectified immediately or reported to the nursery office if they require further attention.

### Stacked Furniture and Storage

Children’s toys and resources are kept at a height which is appropriate for the age range of the children in each room. We encourage children to self select toys and resources and ensure they can do this safely and without risk of harm. Low storage units and shelving help us to achieve this aim.

Resources which are not for children’s use are kept in separate areas away from children’s play areas and are stored in a neat and tidy manner to prevent injury to staff.

### Office Policy

Some nursery staff will be required as part of their role to undertake office duties, which may involve sitting at a computer. At The Nursery we take the welfare of our staff very seriously therefore we have put safeguards in place to help protect the health and safety of all our employees. If an employee requires additional support it is their responsibility to inform the manager as soon as possible.

Staff using computers can help to prevent personal health problems in the office by:

* Sitting comfortably at the correct height with forearms parallel to the surface of the desktop and eyes level with the top of the screen.
* Maintaining a good posture
* Using a copyholder when typing a document
* Avoiding repetitive and awkward movements and keep frequently used items within easy reach
* Changing position regularly
* Using good keyboard and mouse technique with wrists straight and not using excessive force
* Making sure there are no reflections or glare on screens by carefully positioning them in relation to sources of light
* Adjusting the screen controls to prevent eyestrain
* Keeping the screen clean
* Reporting any problems associated with using the equipment to the manager. A risk assessment will be conducted and specialise equipment will be considered as required.
* Planning work so that there are breaks away from the workstation

Seating and Posture Procedure

* Good lumbar support from the office seating
* Seat height and back adjustability
* No excess pressure on underside of thighs and backs of knees
* Foot support if needed
* Space for postural change, no obstacles under the desk
* Forearms approximately horizontal
* Minimal extensions, flexion or straining of wrists
* Screen height and angle should allow for comfortable head position
* Space in front of keyboard to support hands/wrists during pauses in typing

### Toys, equipment and resources

All toys, equipment and resources offered to children are safe and where applicable conform to safety regulations. All equipment and resources available at the nursery are in good condition and safe for children to use. When sourcing new toys and equipment, the age of the children which the resource is intended for is taken into account. Resources must be certified for use of the age range of children before being integrated into the setting.

The layout of each room is designed to ensure children have adequate space to play and rest and this is reviewed regularly as the needs of the group develop and change. All furniture is suitable for children and staff have access to an adult sized chair if required. Equipment, toys and other resources are maintained, cleaned and where necessary discarded if worn or damaged and cannot be repaired.

We use reputable suppliers and check for safety standards when purchasing goods. Resources and equipment are cleaned regularly, checked for wear and tear and replaced as necessary. All equipment that is unsafe or in need of repair is either made safe or removed from the play room. All damaged, worn or unsuitable equipment must be reported immediately to the manager or person in charge.

(See Equipment & Resources Policy).

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### Outdoor Areas & Outdoor play

Through the planning of children’s interests, needs and progress, children have the opportunity to explore and discover the outdoors and use a variety of equipment. This will encourage children to make good progress in their development whilst getting physical exercise and fresh air.

Outdoor areas are risk assessed before children enter them and resources are set up keeping the safety of the children in mind at all times. The risk assessment also includes fences and gates to ensure the perimeter is secure.

Any damaged equipment is removed and is either repaired or disposed of.

All plants are selected and grown in accordance with relevant guidelines.

We have rain suits for all ages of children and these are worn when playing out in wet weather. Parents are also reminded to bring appropriate playing out clothes for their children when coming to nursery.

(See Sun Protection Policy and Outdoor Policy & Procedure)

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### Indoor Areas

The Nursery ensures that our premises, including the overall floor space is fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Our indoor space meets the requirements of the EYFS which are:

* Children under two years – 3.5 m² per child
* Children two years – 2.5 m² per child
* Children aged three to five years – 2.3 m² per child

### Sleeping Children

Space is provided for children who require a rest or sleep whilst at nursery.

Sleeping children are provided with their own bed and bedding which is stored in a named basket and cleaned regularly.

Practitioners sit with children while they go to sleep and continue to supervise them whilst they are asleep.

Parents and carers of babies and young children are consulted about how their children prefer to sleep and this is taken into account when settling children.

(See Sleep and Rest Policy).

### Pets and Other Animals

Although it is recognised that pets can be a wonderful experience in a child’s life we do not have pets within the Nursery other than fish. Topics about animals and pets are discussed with children at an age appropriate level as well as discussions about how to care for them and be responsible around them.

### Poisonous plants

Trees, flowers and other plants can enhance the childcare environment, both inside and outside, and can provide wonderful learning opportunities for children. Many plants are colourful and children are attracted to the leaves, flowers and fruits. However many plants can prove to be harmful or hazardous and care must be taken to ensure that children do not come into direct contact with them.

For purposes of Health & Safety, the following principles must be understood:

Plants can prove to be harmful in the following ways:

* Ingestion – causing poisoning
* Handling- causing irritation of the skin
* Physical injury – from thorns and brambles

The main purpose of this policy is to list the plants that cause poisoning or irritation through ingestion or touch. Any part of a plant must be considered hazardous, particularly:

* Berries
* Seeds
* Leaves
* Flowers

Action to be taken

The list of more common hazardous plants that may be encountered is attached to this policy. The keeping of hazardous plants as indoor shrubs should be discouraged. Children should not be able to reach any leaves or flower petals etc that may drop from the plant.

Outdoor play areas must be monitored on a weekly basis for the continued absence of hazardous plants. Where such plants are discovered they should be removed immediately. Such checks will be performed as part of on-going risk assessments of the outdoor play areas.

First aid matters

In the event that a child becomes injured or poisoned then this must be treated as a medical emergency. Interim First Aid may be indicated in cases of skin irritation but in all cases specialist medical help must be sought, summoning an ambulance if necessary.

Where possible, staff should retain a part of the plant thought to have caused the skin reaction or poisoning to show medical staff. A record of all such incidents must be made in the relevant Accident or Incident Form.

### Working with parents as partners

Nursery practitioner’s work in partnership with parents to ensure the nursery meets children’s individual needs and remains a safe environment where the main consideration is for the child’s welfare. This is achieved through the nursery’s procedures, consultation with parents, and where necessary, other professionals.

The nursery consults with parents to ensure all foods and drinks are suitable and meet the needs of each child. In exceptional circumstances that are agreed with the nursery manager, parents are able to provide nutritious, wholesome foods and drink for their child. Food must be brought into nursery in a sealed container that is clearly labelled to avoid confusion.

Alternative milk can be supplied by the parent provided the milk is brought into nursery in the original sealed container and is pasteurised. The parent may provide the nursery with cooled boiled water in bottles along with powdered formula milk in separate containers that has been appropriately measured. Practitioners will then mix the water and formula together at the time the child requires feeding. Parents are asked to label all bottles and containers.

### Monitoring and Review

The Health and Safety officer (manager) will monitor the results of assessments, the application of health and safety procedures, and risk control.

Consultation with employees on health and safety issues will take place through the health and safety items on meeting agendas. Urgent matters will be reported directly to the manager.

### Waste Management

At the Nursery we value our environment and in order to keep our world safe and healthy for our children we closely monitor the management of our waste and its disposal 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 including:

* Turning off lights when not in use
* Not leaving any equipment on standby
* Unplugging all equipment at the end of its use/the day
* Energy saving wash cycles on the washing machine

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.

We assess our waste use and its potential impact on the environment on a regular basis and put procedures in place to counteract this impact.

Where age/stage appropriate, we help the children to understand the importance of how to be healthy as well as recycling and saving energy.

We dispose of all clinical waste, including nappies and bodily fluids according to health and safety regulations (HSE).

### Personal Protective Equipment (PPE)

We identify and assess all activities for staff to undertake during the course of their employment with us they will be given uniform. We will only specify personal protective equipment as the first form of defence, should we be unable to eliminate the risk to our staff immediately we will, as far as is reasonably practicable, implement the hierarchy of control measures.

Personal protective equipment will be provided for nappy changing and sick children. We provide white plastic aprons, gloves, where we do provide personal protective equipment we will ensure it is fit for the purpose and environment in which it is to be used and that it fits the wearer correctly to give the level of protection the equipment was so designed for.

We will ensure staff are consulted on the type of personal protective equipment to be used and that they are given adequate and sufficient information, instruction and guidance on the use and maintenance of such equipment. We acknowledge our duty to provide personal protective equipment to our staff as may be necessary and that such equipment will be free of charge.

# Fire Evacuation Procedure:

Fire evacuation procedures are displayed in all rooms and corridors and staff are encouraged to familiarise themselves with the evacuation procedures. New members of staff will be given details of evacuation procedure on their first day as part of their induction.

Evacuation Drills

A copy of the Fire Safety check is kept in the nursery office. The office has an evacuation log where evacuation drills are recorded. Any action to be taken to improve the procedure is recorded.

There are two fire evacuation drills annually and the whole site is involved and a record taken. The fire points and alarm will be tested once a week and recorded.

In the event of a fire the following procedures **MUST** be followed:

* Sound the alarm / call the emergency services.
* On hearing the fire alarm; **calmly** stop all activities.
* All staff are to get the children to line up at the room’s fire exit door (in baby room use evacuation cot by the fire exit if needed to evacuate non-walking children). Children will be taken out of the Nursery through the fire doors located in each of the rooms or through the nearest available exit.
* Staff must also take with them:
  + The room register
  + First aid kit
  + Emergency contact box
  + Emergency blankets
* The emergency blankets are in a bag which can also be used to store the rest of the equipment making it easier to handle.
* The nominated person should collect the visitor’s book on the way out of the building.
* Room leaders will check the room, and a nominated person will check the toilets to ensure all children and adults are accounted for. Management will collect the staff register, door keys and mobile telephone and assist the baby room with non-walking children and help lead the older children from all rooms to safety.
* Staff with children in the outdoor play area will get the children to line up and to join the line of children from inside.
* Staff who are on breaks must exit the building through the closest fire exit – **do not return to your room**, correct ratios will have been maintained. Assist your room’s children once they have exited the building.
* Students should follow the same rules as the staff and help children in the room they are located in to exit through the closest fire exit or leave via the nearest exit if they are on their break.
* The assembly point is located in front of Wessex House opposite the nursery. Here names will be checked against the register.
* The register and the signing in sheet for that day will account for all adults and children. The manager will check the staff register and the room leaders will check the names of all children in their room with the help of their staff teams. The Visitors book will be checked to see if visitors are all accounted for.
* If a fire exit is blocked, the nearest fire exit must be used and another route found to the meeting point.
* Parents will be informed using the mobile phone brought out by the manager. This is always updated with emergency telephone numbers. As a precautionary measure each room will bring with them their list of contact numbers.
* Advise the fire service on arrival if all persons are accounted for.
* Should there be a situation where children, staff or visitors cannot all be accounted for, advise the fire service that **THIS IS A PERSONS REPORTED INCIDENT.** **Once the Fire Service receives this coded message they will mobilise additional resources to the incident.**
* Do not enter the building until it has been stated as safe by the fire service.
* Staff should be aware of the nearest fire hydrant point to the nursery so they can direct the fire service and save them valuable time in locating a water supply. Fire hydrants are identified by a letter H on a post which also indicates the distance from the post to the underground water outlet. This is particularly important in the winter months when there is a covering of snow on the ground. The nearest fire hydrant to the Nursery is situated on the grass verge directly in front of the nursery.
* Staff should be aware of the location of cut off points for gas and electricity in the building to advise fire fighters. Isolation point for the gas is situated in babyroom cupboard. Isolation point for electricity supply is situated in the downstairs void.

Bomb, Gas Leak, Flood and any other emergency

Evacuation procedures as for fire will be followed, staff will be mindful of the meeting point for each separate occurrence. In the case of suspected gas leaks no electrical switches should be used as this may create a spark igniting the escaped gas. Incidents will be logged in the incident book.

Emergency Refuge

In the event of an emergency resulting in the Nursery being unsafe for re-entry, all children and staff will be escorted to Wessex House. Contact details are kept behind the staff signing in register which will be taken out of the building as matter of course should an emergency occur.

# First Aid Cover and Procedures:

All staff are expected to hold a Paediatric First Aid Certificate. Only staff who have a valid certificate are permitted to deal with first aid situations.

All staff know the importance of keeping calm in an emergency and the need to assess the situation quickly and calmly. Depending on how the person is injured determines how they will be treated.

Basic rules are set out for dealing with-

* Minor cuts and bruises
* Severe bleeding
* Broken bones and spinal injuries
* Burns
* Eye injuries
* Asthma attacks
* Choking

Information on how to deal with these situations is available to staff at all times and is kept on a handbook in the office.

First Aid Boxes are located in each room for ease of access. A notice is displayed with the location of each kit. A guide to basic first aid is also kept with each first aid box.

The Deputy Manager is responsible for ensuring all first aid boxes are replenished as necessary (see Health and Safety Policy).

Parents and Carers are asked whether or not they would like their child to receive emergency medical treatment on the registration form. A copy of their response is kept in the office to refer to when necessary.

Parents and Carers are informed of any accident involving their child and are asked to sign an accident form to acknowledge that they have been informed. On some occasions parents and carers may be informed by telephone prior to coming to collect their child so they have advance notice.

Accidents and incidents are reviewed monthly to help identify any potential trends or re-occurring causes of injury which may be contributing to accidents within the nursery. Any issues are logged and amended immediately to prevent any further accidents from happening.

Major Accident Procedure

In the event of a major accident we will:

* Provide plastic gloves and aprons
* A member of staff who is a qualified 1st aider will take appropriate action
* If able to be moved, the child is taken to a quiet area and the person in charge notified
* The person in charge will then assess the situation and decide whether the child needs to go immediately to hospital or whether the child can wait for the parent/main carer to come
* In the child needs to go straight to hospital an ambulance will be called
* The parent/main carer will be contacted and arrangements will be made to meet the parent/main carer at the hospital. A member of staff will accompny the child to hospital
* If the child does not need to go straight to hospital in an ambulance but their condition means they need medical attention, the parent/carer will be contacted and asked to collect their child
* The child will be made as comfortable as possible and a member of staff will stay with them until the parent/main carer arrives. If the main carer/parent is unable to collect the child in person they must nominate someone who can collect the child
* A report of the accident will then be recorded in the accident book which will be signed by a parent/carer
* If necessary a RIDDOR form will then be completed and a copy sent to the HSE office
* Ofsted will be notified
* The co-ordinator will then consider whether the accident highlights any actual or potential weakness in our policies or procedures and act accordingly, making suitable adjustments where necessary

Emergency Treatment

Should a child require emergency hospital treatment, a member of the management team or the childs key person will accompany the child to hospital. All the child’s relevant forms and records will be taken along to the hospital.

The parent/carer will be informed immediately by the remaining staff in the building.

Once the child has been treated and is in the care of his/her Parent/Carer the incident will be recorded at the nursery and a report will be made to OFSTED in line with current legislation.

A review will be held to help identify if there is anything that could be done to: a) prevent a similar incident occurring and b) improve the emergency treatment procedure.

If an incident involves a member of staff, a member of the management team will accompany the member of staff to the hospital and the same procedure will be followed. Again all the relevant forms relating to that member of staff will be taken to the hospital.

Staff members are responsible for ensuring that a copy of their next of kin details are kept in the office in case the nursery needs to make contact with them.

### Febrile Convulsions

A febrile convulsion is a type of fit, which occurs when a young child has a high temperature. This type of convulsion is very common in children between the ages of six months and five years, if a child has one convulsion it is possible that another might occur during a further episode of fever. Nearly all children will grow out of the tendency to have febrile convulsions and it is highly unlikely that your child will suffer any long term problems as a result of these fits.

If your child develops a fever, as a result of an infection such as a cold, sore throat etc the following measure are useful ways of preventing convulsions:-

* Nurse your child in light indoor clothing. Do not over wrap
* Give children’s paracetamol (such as calpol) every 4 to 6 hours. Use the dose recommend on the bottle

If your child does have a convulsion:

* Keep calm
* Turn the child on their side, with a cushion under his/her bottom
* Lay them on a bed or floor, away from hard objects
* Do not put anything, such as a spoon or finger in their mouth

The convulsion should stop in five minutes or less, but your child may be very sleepy for sometime afterwards. You should let your family doctor know about the incident, so that your child can be examined. If a convulsion lasts more than ten minutes, or if your child has two or more its without waking up between them, you should get urgent medical attention or an ambulance.

### 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 sterilising fluid or freshly diluted bleach (one part diluted with 10 parts water). Such solutions must be carefully disposed of immediately after use.

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

### Needle Puncture and Sharps Injury

Blood-borne infections may be transmitted to employees who injure themselves with needles, broken glass etc. For this reason, great care must be taken in the collection and disposal of this type of material. For the safety and well-being of the employees, all needles, broken glass etc should be treated as contaminated waste. If a needle is found the local authority must be contacted to deal with its disposal.

### Bodily Fluids

Ensure the area is cordoned off immediately and remove all children from the area. Move ill child to bathroom and sit them on a chair. One member of staff to stay with the child and one with the bodily fluid.

One member of staff cleans up the child

Put on your gloves and apron

* Change all clothes if necessary and rinse down toilet before bagging, write name on the bag of clothes
* Ensure the child is cleaned properly, i.e. face etc in sink if needed
* Wash hands with antibacterial soap

One member of staff to clean the floor/surface as follows:

* Puts gloves and apron on
* Lino/solid surface

1. Sprinkle with sand and sweep up and put in plastic bag then place in the outside bin
2. Wash floor/surface with liquid sanitizer and blue roll/ toilet tissue

* On fabric/ carpet

1. Remove all solids with blue roll/ toilet paper and place in plastic bag
2. Saturate the area with liquid antibac and clean with bathroom cloth if possible put fabric in washer after rinsing
3. Dry with paper towel stand on the paper towel to extract as much wetness as possible
4. Once the area is clean and as dry as it can be chalk round the damp area and place a chair in the middle so children and staff don’t sit on the wet patch
5. Place rubbish in the outside bin including the cloth that was used to wipe the area
6. Wash hands with antibacterial soap

One member of staff

* Stay with the child and notify management

One member of staff

* Wipe the bathroom with washroom disinfectant
* Spray air freshener if needed

# Accident Recording Procedure:

The health and safety policy of the Nursery clearly states that every accident will be recorded in the accident book. This is especially important in respect of the children in a Nursery environment and the procedure to be adopted is as follows:

* Any member of staff who sees, or is made aware of any accident to a child, member of staff, trainees, volunteers or visitors must check whether it has been recorded in the accident book immediately or before the end of day.
* Witness statements should be taken.
* If a visitor is involved in an accident and is injured, the setting should record all their personal details. The visitor should be contacted the following day to determine if they will be sick from their place of work. A record of their total sickness from their place of work should be recorded and the Health & Safety Executive should be advised if appropriate under RIDDOR.
* Photographs of any injuries and the local environment should be taken.
* Once an accident form has been filled out regarding a child the parent must be informed and asked to sign the record. We keep this in our accident file and the parent should be asked if they would like a copy.
* Accident forms must be filed in the accident file once signed.

# Existing Injury Policy

If a child has an accident which results in an injury, bruise or mark, whilst not on nursery premises, it is important that parents/carers or the person dropping off the child inform a staff member the next time the child is attending nursery. It is a requirement of EYFS (Early Years Foundation Stage) that all settings log and record any existing injuries for children for which they are providing care.

Recording of existing injuries

The parent/carer will detail the circumstances, location of injury, bruise or mark on the Existing Injury Form and will ask parents/carers to sign an date the information.

Discovery of existing injuries – disclosure by a child

Where a staff member has not been informed by the parent/carer of an existing injury and becomes aware of an injury by a disclosure by a child the staff member will contact the parent/carer to establish if the injury was pre-existing. If the parent/carer confirms that the injury was sustained prior to arrival at the centre then this will be recorded and an existing injury form will be completed.

Discovery of visible existing injuries – during provision of care

Where a staff member has not been informed by the parent/carer of an existing injury and becomes aware by discovering a visible injury during the delivery of care, the staff member will contact the parent/carer to establish if the injury was pre-existing. If the parent/carer confirms that the injury was sustained prior to arrival at the centre then this will be recorded on the existing injury form.

Non- confirmed existing injuries

In the event that the parent/carer does not confirm that the existing injury occurred prior to arrival at the setting, and staff discover the injury whilst the child is in the care of the centre, then advice will be sought from the Designated Safeguarding Lead and other appropriate policies may be applied dependant on circumstances (e.g. Accident/Incident policy or the Cause for Concern policy). The Designated Safeguarding Lead will need to establish whether the injury has been sustained within the setting as part of this process. This may include reviewing internal records and taking statements from staff members/witnesses, in accordance with relevant policies and procedures.

Recording Procedures

The nursery will have a central file with Existing Injury Forms, to track and log all Existing Injury Forms on any given day.

If the parent/carer or person dropping of the child informs a member of staff that the child has sustained an injury to the head (neck or above), staff need to establish the date and time of the incident and seek clarification from the duty manager in relation to head/bump monitoring, and also complete an existing head injury form.

If for any reason a staff member is concerned about the explanation, injury, mark or bruise the ‘Cause for Concern Policy and Procedure’ will be followed.

# Emergency Closure Policy:

There are certain circumstances which could result in the Nursery having to be closed; we aim to rectify the closure as soon as possible and keep all parents/carers informed of the situation.

In cases of extremely bad weather usually snow we will follow the decision of the Nursery Manager with regard to if the nursery will open or not. The circumstances in which the nursery will be closed will have to be exceptional. It should be assumed that the nursery will be open unless it is impossible to reach even by staff that can travel on foot and wherever possible, families will be contacted via telephone and should check our website, Facebook or announcements on the Radio.

If only a handful of staff are able to get to the nursery, we will merge the nursery rooms and endeavour to meet the needs of the children in our care. It will be at the discretion of the manager to decide if at what point the nursery has to be closed for example if there is any deterioration in weather conditions, which may impede staff in their journey home.

In the event of an early closure, parents should make arrangements to pick their child/children up early. If a child is to be released to a carer not listed on the emergency contact list, a phone call to the office will be necessary first and a password agreed.

Please make certain you leave work/home early so you arrive on time to collect your child. Late pickup charges will still apply.

Each child’s safety is of the utmost importance and the final decision to have your child attend the nursery in bad weather is ultimately yours.

Heating breakdown/power cut

Should the heating system, which is electronically operated, break down at the nursery, the manager will make a decision if the nursery is to open or close. Should it be too cold, parents/carers will be contacted to collect their children. Appropriate numbers of staff will stay with the children until all of them have been collected.

As both of the above situations are beyond our control and of ***force majeure*** nature, refunds for “closed” or “partial” sessions will not be given.

Any other need for emergency closure

Should there be any other need for the nursery to close; the following procedure will be followed:

If we need to close during a session, the Manager and staff will contact the parents/carers of children present.

If we need to make a decision to close before the session has begun, the Manager will endeavour to contact the parents/carers of all children due to attend on that day. If they are unable to make contact with all the parents/carers they will arrange for a notice to be displayed outside the premises or arrange for a representative to be at the premises to inform parents/carers.

### Critical Incident

Here at the Nursery we understand we need a plan for all eventualities to ensure the health, safety and welfare of all the children we care for. With this in mind we have a critical incident policy in place to ensure our nursery is able to operate effectively in the case of a critical incident. This policy includes:

* Flood
* Burglary
* Abduction or threatened abduction of a child
* Terrorist attack/ national emergency

If these incidents impact on the ability for the nursery to operate, we will contact parents via phone/email/text message.

Flood

Here is always a danger of flooding from adverse weather conditions or through the water/ ventral heating systems. We cannot anticipate adverse weather; however we can ensure that we take care of all our water and heating systems through regular maintenance and checks to reduce the option of flooding in this way. Our central heating systems are checked and serviced annually by a registered gas engineer and they conform to all appropriate guidelines and legislation.

If flooding occurs during the nursery day, the nursery manager will make a decision based on the severity and location of this flooding, and it may be deemed necessary to follow the fire evacuation procedure. In this instance children will be kept safe and parents will be notified in the same way as the fire procedure.

Should the nursery be assessed as unsafe through flooding, fire or any other incident we will provide care in another location/ parents with alternative arrangements in sister nurseries/ options for childcare facilities in the local area.

Burglary

The management of the nursery follow a lock up procedure which ensures all doors and windows are closed and locked before vacating the premises. Alarm systems are used and in operation during all hours the nursery is closed.

The duty manager will always check the premises as they arrive in the morning. Should they discover that the nursery has been broken into they will follow the procedure below:

* Dial 999 with as many details as possible, i.e. name and location, details of what you have found and emphasise this is a nursery and children will be arriving soon
* Contain the area to ensure no-one enters until the police arrive. The staff will direct the parents and children to a separate area as they arrive. If all areas have been disturbed staff will follow police advice, including following the relocation procedure under flood wherever necessary to ensure the safety of children.
* The manager on duty will help the police with the enquiries, e.g. by identifying items missing, areas of entry etc.
* A duty manager will be available at all times during this time to speak to parents, reassure children and direct enquiries
* Management will assess the situation following a theft and ensure parents are kept up to date with developments relating to the operation of the nursery.

Abduction or threatened abduction of a child

Here at the Nursery we take the safety and welfare of the children in our care extremely seriously. We have secure safety procedures in place to ensure children are safe whilst within our care, this includes safety from abduction.

Staff must be vigilant at all times and report any persons lingering on the premises immediately. All doors and gates to the nursery are locked and unable to be accessed unless staff members allow individuals in. Parents are reminded on a regular basis not to allow anyone into the building whether they are known to them or not. Visitors and general security are covered in more detail in the supervision of visitors policy.

Children will only be released into the care of a designated adult, see the arrivals and departures policy for more details. Parents are requested to inform the nursery of any potential custody battles or family concerns as soon as they arise so the nursery is able to support the child. The nursery will not take sides in relation to any custody battle and will remain neutral for the child. If an absent parent arrives to collect their child, the nursery will not restrict access unless a court order is in place. Parents are requested to issue the nursery with a copy of these documents should they be in place. We will consult our solicitors with regards to any concerns over custody and relay any information back to the parties involved.

If a member of staff witnesses an actual or potential abduction from nursery the following procedure will be followed:

* The police must be called immediately
* The staff member will notify management immediately and the manager will take control
* The parent(s) will be contacted
* All other children will be kept safe and secure and calmed down where necessary
* The police will be given as many details as possible including details of the child, description of the abductor, car registration number if used, time and direction of travel if seen and any family situations that may impact on this abduction.

Terrorist Attack or National Emergency

If a suspicious package/device has been found or in the opinion of the Police Incident Officer, safety is at risk, the final decision to evacuate will rest with Teeside Constabulary.

Evacuation should not take place as a matter of course, as unnecessary evacuations will result distress and disturbance to members of staff, children and wasteful deployment of the emergency services and the encouragement of further threats.

If you receive a terrorist threat:

If the Nursery receives a terrorist threat by any means, please inform the Police immediately. To assist in verifying a telephone threat record as many details as possible and telephone through to the Police immediately.

If you find a suspicious object or item of mail:

Although unlikely, it is possible that an incendiary or explosive device could be found on the premises without any prior warning or threat being received. Any suspicious letter or package received at the nursery, or bag, parcel, holdall or object left unattended for some time in the nursery, must be reported immediately to security. Ensure that no one approaches it and that it is strictly left alone. If you discover a suspicious object or item of mail it should be reported immediately. Staff, children or the general public should not touch the object.

Staff should:

* Be Vigilant for suspicious objects left in secretive places such as rubbish bins, toilets, empty units, car parks etc.
* Make sure that you report any suspicious person
* Do not be complacent regarding matters of security, as complacency creates a treat to you, your colleagues and the children’s safety
* Challenge strangers and make sure any visitors display identification and sign in the visitors book
* Keep windows and doors locked and do not allow access to people you do not know
* If you spot a suspicious vehicle, do not ignore it but report it to security

Letter Bombs

The postal bombs are likely to be flat letters, weighing up to 4oz or in a packet the size of a book.

Suspicious letters should be handled as little as possible and placed in a clear plastic folder, so that fingerprints and other forensic evidence is left for the police to examine.

Look out for packages which;

* Smell of marzipan or almonds
* Rattles, feel springy or stuffed with cardboard, which may indicate a trap
* Have stains or holes in the envelope
* Have a foreign postmark or foreign writing style

What happens when a threat has been received?

Once the Security team/ Police are aware there is a threat, they will notify the Nursery via word of mouth from police officers or they will phone you immediately. You are to search the premises as quickly as possible. In the event of finding something suspicious, do not touch it and alert the security team/police immediately.

Terrorist threat evacuation

Do not evacuate the building unless being told to do so. In the case of a terrorist threat, procedures may have to change to accommodate circumstances, for instance; if there were a suspected bomb around the main entrance to the building you would have to evacuate the building via an alternative exit.

Post Evacuation

Once a return to the building is authorised, you are to carry out a complete search of the nursery and contact the buildings team to state ‘all clear’.

Snow

If high snow fall is threatened during a nursery day then the duty manager will take the decision as to whether to close the nursery. This decision will take into account the safety of the children, their parents and the staff team. In the event of a planned closure during the nursery day we will contact all parents to arrange for collection of their child.

In the event of staff shortages due to snow we will contact all available off duty staff and/or agency staff and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all avenues are explored we will contact our inspectorate to inform them of this issue, recording all details in our incident file. If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the nursery.

# Good Handling HaHhkfk fkfkfkk Techniques Policy:

Preventing Injuries

We ensure that the working environment is designed to eliminate hazards occurring by carrying out daily and long term risk assessments. Where the handling tasks cannot be avoided they must be addressed, examined and decided how to be reduced by adding control measures.

Correct Lifting Procedure

**1. 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 and how you will get it there and a resting place in between.
* 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 issues and pregnant women maybe particularly at risk of injury.
* Assess the weight and nursery of gravity of the load.
* Assess the size of the load to make sure that you can grip it safely and that your particular route is still visible to you.
* Assess whether you can lift the load safely without help. If not then you will need to seek help.
* If more than one person is involved, plan the lift first and agree who will lead and give instructions.
* Lighting should be adequate.
* Avoid lifting unsafe loads, such as damaged glass or badly packed chemicals.

**2. Position**

* Stand with your feet apart and your leading leg forward. Your weight should be even over both feet. Position yourself so that the heaviest part is next to you.
* Always make sure that there are no children near to you before starting the lift.

**3. Lifting**

* Always use the correct posture.
* Bend the knees slowly 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, without twisting or turning from the hips.

**4. Move the Load**

* Move the feet, keeping the child/baby or object close to the body.
* Proceed carefully making sure you can see where you are going.
* Lower the child/baby or object, reversing the procedure for lifting.

These techniques should be followed when lifting pieces of furniture or any other heavy loads.

Report any problems immediately to the manager, for example, strains and sprains. Where there are changes to the activity of the load the task must be reassessed.

# Hygiene Policy:

The Nursery promotes a healthy lifestyle and a high standard of hygiene in its day-to-day work with children and adults. This is by maintaining the following standards.

Personal Hygiene

Children and staff are encouraged to wash their hands before every meal and after going to the toilet. Signs are placed in bathrooms as a reminder and personal hygiene is promoted to children at regular intervals throughout the day.

Man sized tissues are used when wiping children’s noses and are disposed of in the bin immediately after use. Staff wash their hands after wiping children’s noses to prevent the spread of infection. The nursery will ensure stocks of tissues, hand washing equipment and cleaning equipment are maintained at all times and increased during the winter months or when flu and cold germs are circulating.

To prevent cross contamination arising from cuts or open sores, plasters are administered to all children who do not have an allergy to them. Parents are asked to sign a consent form when starting nursery to ensure we have their permission to do this. For children with an allergy to plasters a bandage and dressing will be applied to the wound.

Environment

We employ cleaners who are responsible for ensuring the setting is cleaned thoroughly each evening. The Manager checks the rooms every morning to ensure the nursery is clean and safe for the children and parents to enter.

Staff continue to monitor the following procedures as part of the daily routine:

* Tables are cleaned before and after every meal.
* Sand is swept up at regular intervals. Any sand on the floor is disposed of in the bin.
* The water tray is emptied every evening and replenished each morning.
* Floors are swept after every meal and mopped if necessary.
* Spillages and wet floors are mopped and dried immediately and a wet floor sign is put in place until the floor is completely dry.
* Nappy changing and toilet areas are cleaned and sterilised regularly throughout the day.
* Dummies will be sterilised after each use and when needed to prevent cross contamination with other children. If a dummy falls on the floor or is picked up by another child, this is cleaned immediately and sterilised.
* Rubbish is disposed of in the bins provided and the swing top lids are cleaned daily.

Cleaning

All cleaning equipment is kept locked away in the cleaning cupboard. Mops are colour coded to prevent cross contamination and are replaced regularly. Separate mops are used for cleaning up bodily fluids.

Periodically each room in the nursery will be deep cleaned including carpets and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises.

Kitchen

Staff need to be aware of the basic food hygiene standards through appropriate training and this will be reviewed every three years.

* Fridge and freezer temperatures must be recorded first thing by the responsible person opening up and last thing at night
* All food to be covered at all times in and out of the fridge and dated to show when each product was opened
* 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 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 appropriate coloured kitchen cloths to be used. These must be disposed of after use.
* All plugs to be pulled out of their sockets at the end of each day and switches switched off where practicable (with the exception of fridge and freezer)
* Children must not enter the kitchen
* All cupboards to be cleaned out weekly
* Doors/gates to the kitchen to be kept closed/locked 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.

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. Vacuum cleaner bags should be changed frequently
* Staff are requested to use the appropriate coloured mop for the task or area and mop heads should be washed in a separate wash at least weekly
* All surfaces should be kept clean and clutter free
* Each child should have its own 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 a good hygiene standards, for example, not eating food that has fallen on the floor
* Children should learn about good hygiene routines and why they need to wash their hands, wipe their noses and cover their mouth when coughing

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 every use
* Surfaces to be wiped down daily
* All implements used for lunch or breaks to be washed and tidied away

Children’s Activities

Children are educated about good hygiene practices on a daily basis as part of their daily routine. Posters are displayed in all hand wash rooms explaining how to hand wash thoroughly. In addition to regular hand washing practices we also promote:

* Placing tissues in the bin once they have been used
* Covering the mouth when coughing and sneezing
* Using the toilet correctly, and washing hands after
* Washing hands after playing outdoors and before meal times

Toys and resources are cleaned routinely as part of the rota system which is monitored by the room supervisor.

Animals

Animals can carry infections, so hands must be washed after handling any animals. Health and Safety Executive (HSE) guidelines for protecting the health and safety of children should be followed.

Animals in Nursery (permanent or visiting)

Ensure animals’ living quarters are kept clean and away from food areas. Waste should be disposed of regularly, and litter boxes not accessible to children. Children should not play with animals unsupervised. Veterinary advice should be sought on animal welfare and animal welfare and animal health issues and the suitability of the animal as a pet. Reptiles are not suitable as pets in schools and nurseries, as all species carry salmonella. Guidance on infection control in schools and other childcare settings.

Vulnerable children

Some medical conditions make children vulnerable to infections that would rarely be serious in most children, these include those being treated for leukaemia or other cancers, on high doses of steroids and with conditions that seriously reduce immunity. Schools, nurseries and childminders will normally have been made aware of such children. These children are particularly vulnerable to chicken pox, measles or parvovirus B19 and if exposed to either of these, the parent/carer should be informed promptly and further medical advice sought. It may be advisable for these children to have additional immunisations, for example pneumococcal and influenza.

Female Staff – Pregnancy

If a pregnant woman develops a rash or is in direct contact with someone with a potentially infectious rash, this should be investigated according to PHE guidelines by a doctor. The greatest risk to pregnant women from such infections comes from their own child/ children, rather than the workplace. Some specific risks are:

* Chicken pox can affect the pregnancy if a woman has not already had the infection. Report exposure to midwife and GP at any stage of exposure. The GP and antenatal carer will arrange a blood test to check for immunity.
* Shingles is caused by the same virus as chickenpox, so anyone who has not had chicken pox is potentially vulnerable to the infection if they have close contact with a case of shingles (German measles, Rubella), if a pregnant woman comes into contact with German measles she should inform he GP and antenatal carer immediately to ensure investigation, the infection may affect the developing baby if the woman is not immune and is exposed in early pregnancy.
* Slapped cheek disease (Parvovirus B19) can occasionally affect an unborn child. If exposed early in pregnancy (before 20 weeks), inform whoever is giving antenatal care as this must be investigated promptly measles during pregnancy can result in early delivery or even loss of the baby. If a pregnant woman is exposed she should immediately inform whoever is giving antenatal care to ensure investigation.

# Nutrition, Meals and Healthy Eating Policy:

At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs. The food we provide has been assessed and prescribed by a nutritionist to ensure that all essential food groups are covered throughout the day. We aim to meet the full requirements of the Ofsted Care Standards on Food and Drink (Standard 8) and the EYFS Welfare Requirements.

* Before a child attends the nursery, we find out from parents about their children's dietary needs, including any allergies. We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct. We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up-to-date. Parents sign the up-dated record to signify that it is correct.
* We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them. We implement systems to ensure that children receive only food and drink which is consistent with their dietary needs and their parents' wishes.
* We plan menus in advance, involving children and parents in the planning. We display the menus of meals/snacks for the information of parents.
* We provide nutritious food at all meals and snacks, avoiding large quantities of fat, sugar and salt and artificial additives, preservatives and colourings. We include protein and calcium for growth as well as essential minerals and vitamins in meals which are offered.
* We include some cultural foods, providing children with familiar foods and introducing them to new ones. Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
* We require staff to show sensitivity in providing for children's diets and allergies. Staff will not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
* We organise meal and snack times so that they are social occasions in which children and staff participate. We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
* We provide children with utensils which are appropriate for their ages and stages of development and which take account of the eating practices in their cultures.
* In accordance with parents' wishes, we offer children arriving early in the morning - and/or staying late - an appropriate meal or snack.
* We have rules about children sharing and swapping their food with one another in order to protect children with food allergies.

Drinks

* Access to drinking water throughout the day is dependent on the age and stage of the children in our care. For example:
  + Our 3-4 year old room has drinking water available and children can access this independently.
  + The 2–3 room have access to drinking water but may ask for assistance in pouring the water as they are too young to help themselves.
  + Our 0 - 2 rooms operate a system where children are provided with drinking water at regular intervals throughout the day depending on their age and feeding requirements.
* For children who drink milk, we provide whole and pasteurised milk. We provide milk for children and offer alternatives for children with milk allergies. Allergy requirements are discussed with Parents and Carers and a suitable alterative is found and provided as necessary.

Meals and Snacks

* We source and purchase food from well known reputable companies. We ensure that food is delivered by appropriate means e.g. frozen goods remain frozen in transit.
* Snack times and meal times are part of the daily routine and we have set times for these. This ensures that all children sit down to eat together and promotes a relaxed social time where children can develop their PSED skills.
* Children are encouraged to help themselves to cold foods like sandwiches and fruit. However help is offered by staff when serving hot food to ensure the safety of the children at all times.
* When children are reluctant to eat, practitioners will accept the child’s wishes and provide only positive encouragement. Children will not be made to eat what they do not want and, depending on individual circumstances, an alternative may be offered. This information will be shared with parents to try to identify any underlying problems and develop solutions which may be incorporated into the child’s next session.
* If a child misses a meal because he/she is asleep or arrives late then the meal will be stored in appropriate storage conditions until such a time that the child is ready to eat. If the food on offer is no longer safe to eat i.e. if it cannot be re-heated then an alternative meal will be offered.

Parents and Carers

* For each child under two, we provide parents with daily written information about feeding routines, intake and preferences.
* We also provide recipes of our most popular dishes for parents to take home and try with the rest of the family.
* We inform parents who provide food for their children about the storage facilities available in the nursery and provide information about suitable containers for food.

Parents and Carers Providing Meals/snacks

* In the event of a parent/carer wishing to provide a packed lunch for their child, a discussion will take place about the types of foods which will be appropriate for them to provide in the nursery. This is to ensure that children still have access to healthy foods whilst at the nursery and that children who are eating at the same table as the child with a packed lunch do not get conflicting messages about what constitutes healthy food.
* Packed lunches will be clearly labelled with the child’s name and stored in the fridge in the kitchen.
* If a parent/carer forgets to provide a packed lunch as discussed, we will contact the parents to seek clarification about what they would like us to provide their child on that day.

Birthdays and Celebrations

Children’s birthdays are celebrated in accordance with individual children’s cultures and beliefs. If parents wish to bring a birthday cake in to share with the children this is permitted but must be bought not home made. However children are only provided with a small piece of cake at snack time, along with the regular fruit they receive.

Dietary needs

* Children’s dietary needs are displayed in each room to ensure that all staff, volunteers and students are aware of individual children’s dietary needs.
* Copies of these lists are also kept in the kitchen to inform the cook of any changes which may be necessary to adhere to these requirements.
* The nursery takes into account individual families cultural and religious practices and we work with parents to ensure that the meals we offer are in accordance with their wishes.
* We encourage all children to eat together and share their own likes and dislikes with peers. However staff encourage all children to be sensitive to other children’s individual dietary needs and eating habits and demonstrate to children the appropriate behaviour and responses whilst at the table.

Meal time procedures

A child-centred, happy and relaxed atmosphere should extend throughout the day and accordingly at all meal times.

Children are provided with food and drink at regular intervals in adequate quantities for their needs. Food and drink are properly prepared, nutritious and comply with dietary and religious requirements as necessary.

Practitioners should: -

* Make meal and snack times a positive experience for all children by not rushing meal times.
* Encourage children to feed themselves to develop their independence and fine motor skills.
* Encourage children’s table manners.
* Respect children’s and adult’s cultural differences that are different from their own.

Practitioners will sit with the children at meal times making positive comments and having a positive approach to healthy eating.

Staff meals and snacks

* If staff choose to bring their own lunches they are asked to store and eat these in the staff room. Whilst we recognise every individual’s right to choose their own foods we also work in an environment where it is of the utmost importance to promote healthy eating within the rooms. It is therefore inappropriate for staff to consume unhealthy food near the children as this may not support our healthy eating ethos.
* Fresh drinking water is available for staff however in the interest of safety, hot drinks must not be taken into the areas where children are present. This includes public corridors and outdoor areas.

# Food Safety Policy:

At the Nursery, it is our policy to have excellent personal hygiene and this is reinforced through use of protective clothing when in the kitchen and preparing food for children. All staff serving food to children will observe current food hygiene practices including:

* Cleaning all tables with anti bacterial spray before children sit down to eat.
* Providing appropriate hand washing and drying facilities prior to meal times, actively promoting and supporting the hand washing procedure. Where sinks are unavailable, a separate flannel or cloth will be provided for each child to use.
* Wearing appropriate protective clothing when serving food including gloves and aprons.

We employ kitchen staff who have relevant up to date training on food hygiene standards. Practitioners who serve food to children in the rooms also hold appropriate food hygiene certificates and these are kept in the training file in the office.

All food is stored in accordance with up to date food hygiene standards. Fridges and freezers are temperature checked twice a day and these are recorded in the kitchen log book.

Food which has been cooked is probed to ensure that all food is piping hot and above 70oC before serving and hot food is served immediately.

All food is prepared in the kitchen and is transported to rooms in covered containers.

Staff wear aprons during food preparation, no jewellery is worn and long hair is tied back before entering the kitchen. Hand-wash sinks with an appropriate anti-bacterial soap and paper towels are provided. As well as the hand wash sink we have a sink to wash up in. If any of our equipment needs washing by hand we use hot water that has washing up liquid in and then everything drip-dries. Clothes must always be clean and the water throughout the nursery is drinkable.

In the event of staff having a minor cut on his/her hand it is our usual practice to cover this with a blue waterproof plaster provided in our first aid box. The cook will not work, for example, with infected cuts and sickness or diarrhoea, it is 72 hours before he/she can return to usual duties. The Manager will be informed immediately to make other arrangements.

When storing food and ingredients at the Nursery, cooked and uncooked foods (e.g. meat) will be kept in a separate area of the fridge and clearly labelled; colour coded chopping boards, mops and utensils are used to reduce the risk of cross contamination. The fridge/freezer and food temperatures are checked daily and all temperatures are recorded.

The staff clean the kitchen daily before and after use but follows a *clean-as-you-go* policy throughout the session. We have a cleaning/recording rota in operation; we also complete the COSHH (control of substances hazardous to health) risk assessment, all substances are stored in their original containers and never transferred into other containers so that staff can see what the substance is and the instructions of use and where possible we buy cleaning substances that are not hazardous to health. Appropriate measures are taken to ensure there is no risk of physical contamination from pests.

Food is purchased by the manager from a high quality supermarket. Each child’s parent/carers fill out a detailed form on their child’s induction to let all staff know if a child cannot have a particular food - all dietary requirements are catered for.

The Nursery will notify the HPU and Ofsted of any food poisoning affecting a child cared for on the premises. Notification will be made as soon as is reasonably practicable, but in any event within 14 days of the incident.

# Allergens Policy & Allergic Reaction Procedure

Upon starting at the Nursery, parents/carers are requested to complete a medical information form; this form asks for any information regarding allergies, food intolerances or other medical conditions that the child may have. If the child has any allergies or has had an allergic reaction to certain foods, insect or plant stings or medication then an in-depth chat will be held with the parent/carer to find out more information about what happened, what action was taken and any specific signs to look out for.

All information is recorded and passed on to all members of staff so that they are aware of the signs and symptoms. Staff in the Nursery attend first aid training courses, which includes training on dealing with anaphylactic shocks and will understand the importance of dealing with the situation as calmly and quickly as possible. In certain cases where the child has been issued with an Epi-pen then all staff will be properly instructed as to the situations in which it should be given; they will be given information about the Epi-pen and will then be given a demonstration on how to use it by a district/community nurse. After administration of the adrenaline (Epi-pen), medical advice will be sought.

In compliance with the Food Information for Consumers Regulation 1169/2011 and the Food Information Regulations 2014 (SI 2014/1855), we make available to parents/carers details of the 14 specified allergens contained in the food that is prepared by us. This includes pre-packed and home-cooked produce. We exceed this requirement by ensuring that the food given to the children will not contain any other allergens not mentioned by the regulations, where specifically mentioned on the children’s medical form.

If in the case that an allergic reaction should occur where there is no history of it, the child will be made as comfortable as possible ensuring that an open airway is being maintained whilst transferring to hospital for medical attention and advice. The parent would be contacted to meet the staff member at the hospital and all the child’s records would be taken with them.

For allergic reactions to food, all food will be removed from the mouth; if the reaction is from a sting and the sting has been embedded in the skin this will be removed carefully making sure the remaining poison is not forced into the skin. After any reaction the child will be observed and medical attention sought.

Peanut Allergies

Anaphylactic Shock –

Symptoms –

* Collapse
* Difficulty in breathing
* Swelling of lips and throat
* Vomiting

Action to be taken –

* Administer Epi pen
* Phone for a ambulance immediately

The Epi- pen is stored in the same room as the children who may be subject to a reaction.

A list of instructions, a medication sheet and a pen to write down the time administered and a pair of protective gloves in case of bleeding are also kept in the same room as the children who may be subject to a reaction.

Training will be given by the local nurse to all staff who come into contact with a child with a peanut allergy. All staff must make themselves aware of where the Epi-pens are kept in case of emergency. You must also read the literature.

If the paramedics have not arrived within five to ten minutes and symptoms persist, administer a second dose.

After administering the Epi-pen, ideally the patient should have been put in the recovery position. If this is not possible, particularly if dealing with a child who will be extremely distressed, then try to make the patient as comfortable as possible and elevate the legs.

Staff are requested to make themselves aware of any child who may have a history of this condition.

If in doubt check with the nursery manager, staff are under obligation to ensure they familiarise themselves with each child’s medical history – should they have one.

Staff will be made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. Early recognition of symptoms and early treatment are vital, symptoms may include:

* Itching in the mouth
* Swelling of the face, throat or tongue
* Asthma
* Difficulty in talking or swallowing
* Hives anywhere on the body
* Generalised flushing of the skin
* Abdominal cramps and nausea
* Floppiness (drop in blood pressure)
* Collapse and unconsciousness

Children may not experience all of the symptoms listed above.

* Good communication with parents is essential. Parents will be asked for information about their child’s allergies before they start pre-school. Information should be recorded in detail on their child’s registration form regarding allergic reactions and allergies and must be shared with all staff in the nursery. If a child develops an allergy whilst at the nursery, the parent will be asked to update their details and complete the appropriate forms.
* Staff will ask specifically whether each child has asthma as this may increase the severity of an allergic reaction (anaphylaxis.org.uk, document ref ACFS13)
* An allergy register will be kept in the kitchen, staff are required to refer to this when preparing snacks and meals or planning activities
* The nursery manager must carry out a full allergy risk assessment procedure with the parent prior to the child starting the nursery and a care plan will be drawn up. The child’s GP or allergy specialist will be asked to contribute to this care plan.
* Cleaning and hand washing procedures will be reviewed when any child with allergies joins the nursery
* The information must be shared with all staff , any specific changes to procedures made clear
* All food prepared for a child with any specific changes to procedures made clear
* All food prepared for a child with a specific allergy will be prepared in an area where there is no chance of contamination and served on equipment that has not been in contact with this specific food type e.g. nuts
* The manager, nursery cook and parents will work together to ensure a child with specific food allergies receives no food at nursery that may harm them. This may include designing an appropriate menu or substituting specific meals on the current nursery menu
* Individual children’s key person will discuss weaning with parents; first weaning foods will be low allergenic foods. Once weaning has been established on low allergenic foods other foods will be introduced once at a time to make identification of those that cause a reaction easier
* If a child has an allergic reaction to food, a bee sting, plant etc. a first aid trained member of staff will act quickly and administer the appropriate treatment. Parents must be informed and it must be recorded on an accident and/or medication form.
* If this action requires specialist treatment e.g. an Epi-pen then at least two members of staff will be directly working with the child and the manager will receive specific medical training to be able to administer the treatment to each individual child. Training will be sought by contacting the child’s GP
* It is the parent’s responsibility to ensure the medication is within its use by date
* A sick child above all needs their family; therefore every effort will be made to contact a family member as soon as possible by 1st contacting those with parental responsibilities and then any other emergency contacts
* If the allergic reaction is severe a member of staff will summon an ambulance immediately. Staff will not attempt to transport the sick’/injured child in our own vehicles
* Whilst waiting for the ambulance we will contact the emergency contact and arrange to meet them at the hospital
* A senior member of staff must accompany the child taking with them the child’s registration forms, relevant medication sheets, medication and the child’s comforter
* Staff must remain calm at all times; children who witness an allergic reaction may well be affected and may need lots of cuddles and reassurance
* All incidents will be recorded, shared and signed by parents at the earliest opportunity

# Breast Feeding & Bottle Feeding Policy:

This Nursery believes that breastfeeding is the healthiest way for a woman to feed her baby and recognises the important health benefits now known to exist for both the mother and her child. However all mothers have the right to make a fully informed choice as to how they feed and care for their babies. The provision of clear and impartial information to all mothers at an appropriate time is therefore essential.

**Nursery staff will not discriminate against any woman in her chosen method of infant feeding and will fully support her when she has made that choice. This policy is designed to ensure good practice, not to dictate the choices of mothers.**

The nursery aims to create an environment where more women can choose to breastfeed their babies, and where more women are given sufficient support to enable them to breastfeed as part of their infant’s diet for as long as they both wish.

All staff adhere to this policy, therefore eliminating the risk of giving conflicting advice. The nursery works closely with health visitors to provide support for mothers and their babies.

Staff are willing to feed babies expressed breast milk, brought into the nursery on a daily basis. No provision is made for storing frozen breast milk on the premises.

Expressed milk brought to the nursery must be clearly labelled with the child’s name and date and stored in a fridge. It must be used by that child only and in date order (i.e. oldest first).

Expressed milk can be stored preferentially in the back of a fridge at 0-4oC for a maximum of 8 days (if temperature rises above 4oC, use within 6 hours or use immediately), or alternatively stored:

* At room temperature for a maximum of 6 hours.
* In the back of a fridge at 5-10oC for a maximum of 3 days.

Consider using breast milk straight from the fridge to avoid overheating or scalding.

If the milk has separated, shake gently to mix before use.

If the milk smells sour, do not use.

Do not save milk from a used bottle to use at another feeding.

Any left-over expressed milk will be returned to the parent/guardian.

If expressed milk is not provided, an appropriate infant formula will be offered instead.

If expressed milk is accidentally given to the wrong baby, the mother who expressed the milk will:

* Be informed of the switch.
* Be asked about when the milk was expressed and how it was handled before being brought to the nursery.
* Be asked whether she has ever been tested for any communicable diseases (such as HIV) and if so, whether she would be prepared to share this information with the parent/guardian of the child accidentally given the expressed milk. If no test has previously been taken, she should be asked if she is willing to have a test and share the results with the parent/guardian of the child accidentally given the expressed milk.

If expressed milk is accidentally given to the wrong baby, the parent/guardian of the baby given the expressed milk will:

* Be informed of the switch.
* Be advised that the risk of transmission of any communicable diseases (such as HIV) is very small.
* Be provided with information on how the expressed milk was handled prior to being given to their child.
* Be encouraged to inform their GP of the incident.
* Be advised to undergo a baseline test for HIV for their child.

Formula Feeding:

* Formula milk feeds will be made up fresh for each feed following the manufacturers’ instructions.
* Feeds will be made up as close as possible to feeding time, cooled and stored below 5oC in a fridge.
* Only milk taken from the refrigerator for less than two hours will ever be used. Milk which has been warmed will be discarded if not consumed within one hour.
* Boiled tap water will be left to cool for approximately 30 minutes but still over 70oC will be used.
* Any left-over formula will be discarded after feeding.
* Formula will be made up in a separate milk preparation area paying close attention to hygiene.
* Bottles and teats will be thoroughly cleaned and sterilised. We will ensure only your child will ever use their bottle.
* Children will always be fed by their Key Person to ensure consistency, appropriate clothing will be worn by staff and bibs placed on children for bottle feeding. Bottle-fed babies will be held and have warm physical contact with an attentive adult when being fed.
* Bottle-feeding babies will never be left unattended while feeding.
* At 6 months infants should be introduced to drinking from a cup or beaker.
* Cow’s milk will not be offered as a main drink.
* If drinks other than milk or water are offered these should be diluted with at least 10 parts water and given at mealtimes only. Infants over 6 months should not be given these drinks in a bottle.
* Water given to infants under 6 months should be boiled and cooled first.
* Children will be winded during and after each feed as necessary.

# Weaning Policy and Procedure:

At the Nursery, we realise that as a child reaches 6 months their nutritional needs are changing and milk alone does not satisfy their increased nutritional requirements. It is recommended that infants do not begin weaning until 6 months but some parents may choose to begin to wean earlier. We will work closely with the parents/carers to make sure the process runs as smoothly as possible and only when the child shows they are ready. We appreciate that some babies take more quickly to solid foods than others and that they will each have different food preferences.

Infants under 6 months will not be given: foods containing gluten (bread/pasta etc), nuts and seeds (peanuts, peanut butter, other nut spreads), eggs, raw or cooked shellfish, shark, swordfish and marlin, citrus fruits and citrus fruit juices (orange, lemon, grapefruit), foods containing plant sterols (some margarines and yoghurts – check the ingredients) or honey.

Salt will not be added to any foods for infants. Small amounts of cow’s milk may be used to soften foods. Naturally sweet foods such as apples or bananas will be used instead of sugar or artificial sweeteners. A variety of flavours and textures will be offered to allow the infant to learn to chew and accept a wide variety of foods. A daily serving of iron-rich foods (soft-cooked meat, fish and pulses such as peas, beans and lentils) should be included. If eggs are given they will be cooked until completely solid.

If commercial weaning foods are used, the manufacturers’ instructions will be followed carefully.

When serving food from a can or jar where the entire contents are unlikely to be eaten a portion will first be spooned into a separate dish before serving to the infant. The remainder will be stored according to manufacturers’ instructions (if there are none, it will be thrown away). If the infant is fed directly from the jar but does not finish it all, the remainder will always be thrown away.

With recent changes to weaning guidelines and conflicting advice from family or friends we understand that the process of weaning can be a difficult time for parents. We will provide as much support and information about weaning for parents as they need. We can provide leaflets to take away and our baby room staff are always willing to use their previous knowledge and experiences of weaning to support parents.

# Dummy Policy:

Babies and young children spend a great deal of time experimenting with their voices: creating sounds, babbling, squealing, cooing, making words and exploring their own mouths long before they begin to use ‘words.’ This is how babies practice and develop the skills required for speech and language. They are also learning about communication: beginning to realise that using their voices can attract attention and bring them closer to the people around them through various interactions.

Studies have shown that children who suck dummies throughout the day make fewer sounds, gain less experience using their voices, and hear less language from adults around them.

If toddlers continue to suck a dummy whilst developing the skill of talking, there is also a risk that the child will learn distorted patterns of speech, as a result of the teat preventing normal movements at the front of their mouth. These patterns may be difficult to change as the child gets older.

The Nursery believes that proactive steps can be taken to ensure children develop the best speech and language possible. We therefore intend that our practitioners and parents will work together in order to give the best start to the babies and children in their care.

We recognise that a dummy can be a source of comfort when a child is upset, and that they often form part of child’s sleep routine. Consequently, the key person will encourage the babies and young children in their care to only use their dummy at these times. Taking into account the children’s emotional needs, the key person can sensitively support the process of phasing out a dummy at any time, at the request of the parents. Staff must ensure that all children have “no dummy talking time” everyday giving the child chance to communicate without the dummy. Staff ensure that leaflets and information are available for all parents regarding dummy use. Staff encourage children to remove their dummy when talking to staff or other children to give the child the opportunity to talk without the hindrance of a dummy.

# Separated Family Policy

When parents separate it is a difficult situation for all concerned. The nursery understands that emotions run high and this policy lays out how the nursery will support the child and their family within the nursery. We feel this policy will support all parties in this difficult time including our team.

Parental Responsibility

While the law does not define in detail what parental responsibility is, the following list sets out the key roles:

* Providing a home for the child
* Having contact with and living with the child
* Protecting and maintaining the child
* Disciplining the child
* Choosing and providing for the child’s education
* Determining the religion of the child
* Agreeing to the child’s medical treatment
* Naming the child and agreeing to any change of the child’s name
* Accompanying the child outside the UK and agreeing to the child’s emigration should the issue arise
* Being responsible for the child’s property
* Appointing a guardian for the child, if necessary
* Allowing confidential information about the child to be disclosed

England and Wales

If the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent.

This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. A father, however has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:

* By jointly registering the birth of the child with the mother (from 1st December 2003)
* By a parental responsibility agreement with the mother
* By a parental responsibility order, made by a court

Scotland

A father has parental responsibility if he is married to the mother when the child is conceived, or any time after that date. An unmarried father has parental responsibility if he is named on the child’s birth certificate, alternatively unmarried fathers can also be named following a re-registration of the birth.

Registration

During the registration process it is important for the nursery to know all details about both parents. This includes details about who does or does not have parental responsibility as this will avoid difficult situations that may arise at a later date.

The nursery requests that all details are logged on the child registration form. If a parent does not have parental responsibility, or has a court order in place to prevent this, the nursery needs a copy of this documentation for the child’s records.

If a child is registered by one parent of a separated family, the nursery requests that all details relating to the child and other parent are disclosed wherever possible, e.g. court orders, injunctions. This will allow the nursery to have all the appropriate information in order to support the child fully.

The nursery will:

* Ensure the child’s welfare is paramount in all operations relating to their time within the nursery
* Comply with any details of a court order where they are applicable to the nursery’s situation, provided the nursery has seen a copy/has a copy attached to the child’s file
* Provide information on the child’s progress within the nursery to both parents
* Invite both parents to nursery events, including parental consultations and social events
* Ensure any incident or accident within the nursery relating to the child is reported to both parents as soon as possible
* Ensure that all matters known by staff pertaining to the family and the parent’s separation shall remain confidential
* Ensure that no member of staff takes sides within the separation and treats both parents equally and wit due respect

The nursery cannot restrict access to any parent with parental responsibility unless a formal court order is in place. We respectfully ask that parents do not put us in this position

We ask parents to:

* Provide us with all information relating to parental responsibilities, court orders and injunctions
* Update information that changes any of the above as soon as practicably possible
* Work with us to ensure continuity of care and support for your child
* Not involve nursery staff in any family disputes, unless this directly impacts on the care we provide for the child
* Talk to the manager/key person away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat
* Not ask the nursery to take sides in any dispute. We will only take the side of your child and this will require us to be neutral at all times

Restricted Access to Children

If a parent instructs staff not to allow their child to be collected from nursery by the other parent the following procedure must be followed:

* Call the manager for the parent to inform them in detail personally, as the manager is responsible for actions taken within the nursery. They will inform the parent that unless there is a court order against the other parent we cannot legally stop them from collecting their own child.

If the other parent does arrive at the nursery unexpected to collect the child:

1. Make sure you have another member of staff with you at all times to witness the incident.
2. Call the officer in charge
3. Through the door intercom (do not open the door to them) explain that the child’s other parent has requested that we do not let the child go with them that day
4. If the parent does not leave inform them that you are contacting the other parent who dropped the child of so that they can come to the nursery to discuss who is to take the child that day.
5. Phone the parent immediately and inform them that the other parent has arrived at the nursery to collect the child. Make the parent on the phone aware that if they persist in wanting to take the child that you cannot legally withhold the child from them. Ask them if they are coming straight to the nursery; if yes ask how long it is likely to be before they get there. If no tell them you will be passing the child over to the parent who is at the nursery.
6. If the parent who has come to collect the child persists in wanting access to the child try and delay them. Say that you will get the child and bring them out to the car park as to keep any disruption away from the children in the nursery (do this slowly to give the other parent time to get to the nursery)
7. Ask the parent who is taking the child were they will be so that the other parent can contact them
8. If the parent becomes abusive or threatening do not hesitate in phoning the police on 999

If there is a court order against the other parent:

* The nursery will need a photocopy of the order to be kept in the child’s personal file
* Staff must be made aware of the court order
* If the parent who has the order against them arrives to collect the child from nursery they must not be allowed access to the nursery/child
* The other parent must be contacted and the police.

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# Looked After Children

At the Nursery we are committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our provision are committed to doing all they can to enable ‘looked after’ children in our care to achieve and reach their full potential.

Children become ‘looked after’ if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children’s home, living with a relative or even placed back home with their natural parent(s).

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child’s separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside their home; however there are instances when this does occur or where the child has been placed with another family member who works. It is not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement.

We place emphasis on promoting children’s rights to be strong, resilient and listened to. Our policy and practice guidelines for looked after children are based on two important concepts: attachment and resilience. The basis of this is to promote secure attachments in children’s lives, as the foundation for resilience. These aspects of well-being underpin the child’s responsiveness to learning and enable the development of positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

* The term ‘looked after children’ denotes a child’s current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC

Procedure

* The designated person for looked after children is the designated lead practitioner
* Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child’s needs
* The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared
* The setting recognises the role of the local authority children’s social care department as the child’s ‘corporate parent’ and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parents or foster carer’s role in relation to the setting, without prior discussion and agreement with the child’s social worker.
* At the start of a placement there is a professional’s meeting to determine the objectives of the placement and draw up a personal education plan that incorporates the child’s learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals
* The personal education plan needs to consider issues for the child such as:
* Their emotional needs and how they are to be met;
* How any emotional issues and problems that affect behaviour are to be managed
* Their sense of self, culture, language(s) and indentify – and how this is to be supported;
* Their need for sociability and friendship;
* Their interests and abilities and possible learning journey pathway; and
* How any special needs will be supported
* In addition the care plan will also consider:
* How information will be shared with the foster carer and local authority (as the ‘corporate parent’) as well as what information is shared with whom and how it will be recorded and stored;
* What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed
* What written reporting is required;
* Wherever possible, and where the plan is for the child to return home, the birth parent(s) should be involved in planning ; and
* With the social worker’s agreement, and as part of the plan, the birth parent(s) should be involved in the setting’s activities that include parents, such as outings and fun-days etc alongside the foster carer
* The settling- in process for the child is agreed. It should be the same as for any other child, with the foster carer taking place of the parent, unless otherwise agreed. It is even more important that the ‘proximity’ stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a ‘secure base’ to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child
* In the first two weeks after settling- in, the child’s well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support
* Further observations about communication, interests and abilities will be noted to firm a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development
* Concerns about the child will be noted in the child’s file and discussed with the foster carer
* If the concerns are about the foster carer’s treatment of the child, or if abuse is suspected, these are recorded in the child’s file and reported to the child’s social care worker according to the setting’s safeguarding children procedure
* Regular contact should be maintained with the social worker through planned meetings that will include the foster carer
* The transition to school will be handled sensitively. The designated person and/or the child’s key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child’s birth parents

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# Bereavement Policy

At High Bank Nursery we recognise that children and their families may experience grief and loss of close family members or friends or their family pets whilst with us in the nursery. We understand that this is not only a difficult time for families but it may also be a confusing time for young children, especially if they have little or no understanding of why their parents are upset and why this person/pet is no longer around.

We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and family preference:

* We ask that if there is a loss of a family member or close friend that the parents inform the nursery as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand any potential changes in behaviour of a child who may be grieving themselves
* The key person and/or manager will talk with the family to ascertain what support is needed or wanted from the nursery. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation
* The child may need extra support or one-to-one care during this difficult time. We will adapt our staffing arrangements so the child is fully supported by the most appropriate member of staff on duty, where possible the child’s key person
* We will be flexible as possible to adapt the sessions the child and family may need during this time

We will adapt the above procedure as appropriate when a family pet dies to help the child to understand their loss and support their emotions through this time. We also recognise that there may also be rare occasions when the nursery team is affected by a death of a child or member of staff. This will be a difficult time for the staff team, children or families. Below are some agencies that may be able to offer further support and concealing if this occurs.

# Behaviour Management Procedure:

Children benefit most where adults adopt a consistent and positive approach to the management of their behaviour. By establishing clear boundaries according to the child’s level of understanding, children become aware of the settings routines and procedures and know what is expected of them.

We are responsible for managing children’s behaviour in appropriate ways. We make sure that we take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is regular contact with a child or by any person living, working in the premises where care is provided.

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

Objectives

* To create an environment that encourages and reinforces good behaviour.
* To define acceptable standards of behaviour at age appropriate levels.
* To encourage consistency of response to both positive and negative behaviour.
* To promote self-esteem, self-discipline and positive relationships.
* To ensure that the nursery’s expectations and strategies are widely known and understood.
* To encourage the involvement of both parents and practitioners in the implementation of this policy.

Methods

* We have a named person who has overall responsibility for issues concerning behaviour. This person is the manager. We require the named person to:
  + Keep up-to-date with legislation and research and thinking on handling children's behaviour;
  + Access relevant sources of expertise on handling children's behaviour; and
  + Check that all staff have relevant in-service training on handling children's behaviour.
* We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
* We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways, which are appropriate for the children's ages and stages of development - for example distraction, praise and reward.
* We familiarise new staff and volunteers with the nursery’s behaviour policy and its rules for behaviour.
* We expect all members of the nursery - children, parents, staff, volunteers and students - to keep to the rules, requiring these to be applied consistently.
* We praise and endorse desirable behaviour such as kindness and willingness to share.
* We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
* We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the nursery.
* When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
* We never send children out of the room by themselves.
* We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
* We do not use techniques intended to single out and humiliate individual children.
* We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our nursery manager and are recorded in our Incident Book. The parent/carer are informed on the same day and asked to sign the Incident Book to indicate that he/she has been informed.
* In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
* We do not shout or raise our voices in a threatening way to respond to children's behaviour.
* We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.
* We work in partnership with children's parents/carers. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies used when a child is behaving inappropriately

It is fundamental to the policy that all staff make it very clear to the child that it is the behaviour the child is exhibiting that is unacceptable and not the child themselves. All children have a right to be respected by all adults. It is recommended that in principle the following procedure is followed in order:

* Immediate checking of misbehaviour by verbal or non verbal communication (i.e. eye contact and shaking the head)
* Talking to the child/ren about inappropriate behaviour.
* Child/ren to be given a period of reflection appropriate to their age. Once this is complete the adult must discuss the inappropriate behaviour with the child which led to the reflection. A conclusion must be reached about how to behave more appropriately in future situations. If there is any tidying up to be done as a result of the inappropriate behaviour or an apology to be made this must be done before resuming an activity.

It may not be necessary to complete all of these stages as a look or verbal reminder may prevent the child from carrying on the behaviour. However practitioners must be consistent in their approach and ensure children are aware of the boundaries in place.

Reporting and Recording Incidents

In order to monitor the effectiveness of our behaviour management policy all incidents are recorded using a 2 part incident form. Parents are asked to sign the part which is relevant to their child to ensure they are aware of the situation before leaving the Nursery. The forms are then handed to the relevant Key Person and monitored on a regular basis to ensure we are meeting our statement of intent.

Where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person, including the child, or to manage a child’s behaviour if absolutely necessary, the Nursery will keep a record of any occasion where physical intervention was used and inform parents and/or carers on the same day, or as soon as reasonably practicable.

Bullying

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously. If a child bullies another child or children:

* We intervene to stop the child harming the other child or children;
* We explain to the child doing the bullying why her/his behaviour is inappropriate;
* We give reassurance to the child or children who have been bullied;
* We help the child who has done the bullying to say sorry for her/his actions;
* We make sure that children who bully receive praise when they display acceptable behaviour;
* We do not label children who bully;
* When children bully, we discuss what has happened with their parents/carers and work out with them a plan for handling the child's behaviour;
* When children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Encouraging children to feel positive about themselves and others

Practitioners working with the children at the Nursery have an important responsibility to model high standards of behavior, both in their dealings with the children, their families and with each other, as their example has an important influence on the children. As practitioners we should aim to:

* Create a positive environment with realistic expectations which are age appropriate;
* Emphasise the importance of being valued as an individual within the group;
* Promote honesty and courtesy;
* Provide a caring and effective learning environment;
* Encourage relationships based on kindness, respect and understanding of the needs of others;
* Ensure fair treatment for all regardless of age, gender, race, ability and disability;
* Show appreciation of the efforts and contribution of all.
* Recognise the efforts made by children and reward positive behaviour and achievements.

Parents/Carers as Partners

* From time to time it may be necessary to arrange a meeting with a parent/carer to discuss their child’s behaviour.
* A meeting will be arranged to try and identify any significant change in the child’s life which may be a factor in the change in behaviour.
* A discussion about how the child behaves in other settings i.e. at home, at the shops will take place and strategies used by the parents to support their child’s behaviour.
* If the parent/carer also feels challenged by the child’s behaviour then support will be offered in a way which is sensitive yet effective.
* A plan will be developed to support the child both at home and in nursery and a review date will be arranged where the child’s progress will be reviewed and the plan amended as necessary.

# Promoting Positive Behavior

The Nursery is committed to the positive management of children’s behaviour. We believe that helping children to understand that there are acceptable and unacceptable ways of behaving may be considered as any words or actions that may cause offense, harm or distress to others.

The named person responsible for promoting positive behavior management strategies within the nursery is: Jenny Moore

We aim:

* To promote all children’s self esteem through an atmosphere of mutual respect and encouragement
* To provide an environment in which children can feel safe and secure
* To provide clear and consistent boundaries
* To treat each child as an individual
* For everyone to know what is expected of them
* To support families experiencing behavioral issues
* To provide information and support

It is not acceptable for adults in the nursery to:

* Use or threaten to use any form of corporal punishment including smacking or shaking
* Cause a child humiliation
* Shout in anger at a child (raised voices for a child’s safety or welfare may be required on occasion)

We will:

* Provide positive role models for children, showing friendliness, care and courtesy and offering strategies for handling conflicts as they arise
* Provide purposeful learning opportunities for all children relevant to their developmental level
* Specifically praise positive behavior and give an explanation
* Be clear and consistent, giving children the security of knowing what to expect and how to build positive habits of behavior
* Encourage children, appropriate to their development level, to work and play with others positively
* Help the children to learn positive ways of handling inappropriate behavior in their peers
* Where two children have conflict, a problem solving approach is used to help assist and resolve the issue, thus promoting children’s confidence, independence and teaches problem solving skills
* Manage inappropriate behavior in a calm and consistent manner without shouting, blaming or labeling children, promoting the learning opportunities of any situation
* Take positive steps to avoid a situation in which children receive adult attention in return for inappropriate behavior
* Alongside parents and carers, analyze any recurring problems, and take observational records in order to establish a cause, pattern or trigger then deal with this appropriately
* Work alongside other agencies

Parents and families will be encouraged to:

* Communicate with staff regularly, and share concerns about their child’s behavior
* Respect our promoting positive behavior policy
* Work in partnership with and support nursery staff to promote positive behavior
* Be respectful to all children, families, staff and visitors and raise issues or concerns in an appropriate manner

Managing unwanted behavior:

* Children are given one to one adult support to identify the behavior that was unwanted and to make it more acceptable. Practitioners will never use time out to punish children, they will use time in!
* Children will never be sent out of the room to an unsupervised area.
* Techniques intended to single out and humiliate individual children will not be used
* In the case of serious misbehavior, such as racial or other abuse and bullying, the unacceptability of the behavior and attitudes will be made clear immediately, by means of explanation rather than personal blame
* Adults will never shout or raise their voice in a threatening way
* Adults will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people
* Any behavioral problems will be handled in a developmentally appropriate fashion with respect being given to a child’s individual levels of understanding and maturity
* Where a concern is raised about a recurring behavioral difficulty it will be addressed first with parents/carers and agree what appropriate action should be taken, this may include carrying out objective observations, keeping records to establish an understanding of the cause or involving other professional agencies.

Staff should always remember to kneel or sit at a child’s level and not tower above them when addressing them. It is important that all staff are aware of their body language – it should not appear in anyway threatening to a child e.g. fixed glass or stares, shaking finger in front of a child’s face, hands on hips etc. Staff will remain calm and relaxed.

When a child is displaying unwanted behavior staff should carry out the following procedure:

* Validate the child’s feelings by matching their tone and pitch of voice
* Calm and soothe the child
* Calmly discuss with and explain to the child why they cannot behave in the way they have or why they need to follow an instruction given to them. If appropriate ask the child to apologise for their behavior. The word ‘naughty’ must not be used.
* If the child repeats the unwanted behavior, repeat the procedure again

If the child’s behavior involves the use of inappropriate language follow the steps above. When managing children’s behavior staff need to be aware of and respect the individual needs of the child and family. Maintaining a consistent approach will help avoid the confusion of mixed messages being conveyed. It is also important to give children clear and simple explanations when managing behavioral difficulties.

Staff should always be aware of the safety aspects when handling children’s behavior. There may be occasions when a child needs to be removed from a situation; however they must not be placed too far away from an adult and should never be left out of sight.

The team at the Nursery will regularly assess their methods and approach to children’s behavior through staff meetings,supervisions and appraisals.

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# Anti-Bullying Policy:

It is the policy of the Nursery to eliminate any form of bullying or personal harassment and to ensure that the working environment is sympathetic to all employees. We therefore operate an anti-bullying and harassment policy. All employees, trainees, students and employers are seen as individuals and are treated equally and with respect at all times. Any forms of bullying or harassment of any members of the Nursery staff or trainees, and alike whilst in the Nursery will take place using the grievance procedure.

Any person subject to any form of abuse, whether verbal or physical will be encouraged to make a formal complaint. Any kind of intimidating behaviour towards any person, for any reason will not be tolerated. Bullying and harassment takes many forms and it will not be treated lightly. All employees of the Nursery are required to adhere to this policy at all times. Disciplinary action at the appropriate level will be taken against employees committing any form of personal harassment.

Parents

Parents meetings are the first opportunity to explain approaches used in school to tackle bullying issues. These approaches are breifly explained in the parent handbook. We emphasise the importance of working as a three way partnership between parents, children and staff all sharing responsibilty.

Prevention by means of Good Practice

Staff will create an enviroment in which children feel safe by:-

* Planning activities appropriate for children;
* Providing sufficient work materials;
* Considering age and ability of children;
* Providing stratergies for sharing, e.g. timers;
* Using language of sharing and caring;
* Taking time to explain the right and wrong ways of relating to their friends;
* Monitoring and evaluating situations;
* Promote positive behaviour;
* Encourage respect for each other
* Encourage respect for resources;
* Being aware of the different types of bullying;

Circle Time

* We will use small group time to talk about feelings and how they can be managed, giving children and staff the opportunity to raise relevant issues for discussion
* We teach the children to say ‘No’ and put up their hand if they do not want to become involved in an activity or they do not like a behaviour displayed by another child
* Use of puppets to reinforce positive behaviour

Some Types of Bullying

* Verbal Bullying – most common, name calling, teasing, taunts, threats
* Non-verbal Bullying – gesture, body language, facial expression
* Physical Bullying – any physical gesture from a push to some form of physical assault
* Social Exclusion Bullying – being left out, isolated
* Extortion Bullying – forcing someone to hand over play materials
* Hiding Things – particularly relevant with young children, as they are sensitive about precious items
* Spoiling Things – destroying a game

Possible Signs of Being Bullied

Some things to look out for in children’s behaviour:-

* Unwillingness to come to nursery school
* Visible signs of anxiety and distress in certain situations
* Lack of enthusiasm/concentration during activities
* Reluctance to speak or take part in activity
* Becoming withdrawn
* Getting upset for no obvious reason
* Feeling unwell

These signs may indicate other problems, but bullying should be considered.

Procedures for Dealing with Bullying

* Staff are aware of signs of bullying.
* A consistant aproach is used throughout the school
* Bullying is tackled across the curriculam, e.g. role-play, circle time, stories, rhymes and using puppets
* Encouraging co-operative play to develop social skills
* Unacceptable behaviour is explained to children
* Self-esteem of potential victims is boosted, e.g. by giving them jobs of responsibility
* Staff monitor and evaluate situation
* Staff work in partnership withh parents (face to face, phone, letter)

# Biting Policy:

The nursery recognises that children for a variety of reasons, and from time to time attempt to bite other children. They may do this for many different reasons. A child might be teething or overly tired and frustrated; He or she might be experimenting or trying to get the attention of staff or peers; Younger children can have limited verbal skills and are sometimes impulsive without a measured degree of self-control; sometimes biting occurs for no apparent reason.

Due to the speed and randomness with which biting incidents occur, it isn’t always possible to prevent these from happening.

Biting is not unusual amongst infants and toddlers, however repeated biting cannot be tolerated and requires positive intervention from both nursery staff and parents. The nursery will put in place a shadowing policy which consists of having a member of staff assigned to the child to help encourage positive behaviour through play and distraction.

The following steps will be taken if a biting incident occurs at nursery:

* The biter will be interrupted with a firm “No… we do not bite people”.
* The bitten child will be comforted immediately.
* Staff will remove the biter from the situation and age appropriate action will be taken which will consist of either time out or distraction.
* The wound of the bitten child will be assessed and appropriate first aid action taken. If it is determined that there was blood exposure further steps may need to be taken and this will be decided by either the nursery manager or the deputy.
* The parents of both children will be informed of the incident and an accident form will be completed for the parents of the child who has been bitten. Confidentiality of all children involved will be maintained throughout.

Should the child not respond to the above methods, we reserve the right to ultimately exclude a child if we feel this is the best course of action for all concerned. This exclusion may be temporary whilst we review other ways to support the child and the staff. However, in more serious cases or where measures were unsuccessful, the nursery may regretfully make the exclusion permanent for the safety of the other children and staff. This decision will only be taken in consultation with the Owner.

How to Clean a Bite

Human mouths are inhabited by a wide variety of organisms, some of which can be transmitted by bites. Human bites which break the skin, are more likely to become infected than dog or cat bites, so it’s important that they are treated promptly.

If a human bite does not break the skin:

1. Wash with soap and water
2. Apply a cold compress (ice pack) for 10 minutes
3. Record incident on incident form
4. No further action needed

If a human bite breaks the skin:

1. Wash immediately with soap and water
2. Apply a cold compress (ice pack) and cover with a dressing
3. Record incident on incident form
4. If the parent is concerned advise to seek medical advice

For reassurance and information about potential infection contact child’s doctor or NHS direct 111.

Please ensure confidentiality is respected at all times, the biter must remain anonymous.

If biting happens more than once by one child, management must be notified immediately.

# Affection Policy

We aim to assist your child to develop a sense of confidence, self-esteem and identity, for your child’s safety and healthy development we believe it is crucial that all children learn appropriate boundaries in relationships. For example that it is not appropriate to kiss and cuddle complete strangers and that some forms of affection are kept for special close relationships. For this reason we have devised a policy to inform our staff and parents/carers how we will help children to develop and understanding of how to keep themselves safe.

We understand that each child is an individual and this policy may need to be adapted to meet individual needs. In such cases, discussions will take place with parents/ carers and management.

* If a pre verbal child is upset or distressed a cuddle will be instigated by staff. Older children will be asked if they would like a cuddle
* Kissing is not to be instigated or encouraged by members of staff
* If a child instigates a kiss from a member of staff this is acceptable but only on the child’s cheek
* Other forms of affection will be encouraged such as waving, blowing a kiss or shaking hands
* Age appropriate explanations will be given to children and opportunities will be made to discuss and explore different types of relationships as part of the child’s personal, social and emotional development
* Children will be given strategies to be assertive and keep themselves safe via the day care curriculum
* Certain words of description of a child i.e. sexy, gorgeous are not acceptable
* When a child is going to sleep it is acceptable to rub the child’s arm, hand, cheek or back
* Staff will follow each child’s cues regarding need for cuddles and not enforce affection where it is not wanted

If you have any queries or concerns about your child or would like to know how you can help your child to develop ways of keeping themselves safe, please ask a member of staff.

# Intimate Care and Nappy Changing:

Statement of intent

It is our intention to ensure at the Nursery that all children are treated with sensitivity and respect. Our primary concern is to address the needs of all children and to help them achieve their full potential. We work in partnership with parent/carers and encourage and support the involvement and inclusion of individual children. Parent/Carers and Staff are aware that matters concerning intimate care will be dealt with confidentially and sensitively and that every child has the right to privacy and ensure that dignity is maintained at all times.

The Early Years Foundation Stage (EYFS) has a goal of, ‘Dress and undress independently and manage their own personal hygiene’ within in the personal, social and emotional area of learning. Staff at the Nursery support the children in working towards this goal – appropriate to their developmental level and degree of understanding. This work is shared with parents who are encouraged to support goals within the home.

Definition

Intimate care is any care which involves washing, touching or carrying out a procedure invasive to privacy to intimate personal areas e.g.

* Supporting a child with dressing/undressing.
* Changing a child’s nappy.
* Wiping a child who has been to the toilet.
* Cleaning a child who has soiled him/herself, has vomited or feels unwell.
* Providing comfort or support for a distressed child.

Aim

To raise awareness and provide a clear procedure for intimate care that protects the rights and interests of both children and adults.

In order to achieve this, we operate the following Intimate Care Policy:

* It is essential that every child is treated as an individual and that care is given as gently and as sensitively as possible.
* All intimate care will be carried out by staff who hold an enhanced DBS disclosure and who have received appropriate training on their induction of how to respect an individual’s dignity and privacy.
* All staff are aware of their responsibilities, the relevant policies and procedures in place (including adhering to Safeguarding, Health and Safety and Confidentiality).
* Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental stages and individual families’ religious views around intimate care.
* There is careful communication with each child who needs help with intimate care, in line with their preferred means of communication (verbal/symbolic), to discuss the child’s needs and preferences. The child is aware of each procedure carried out and the reasons for it.
* Each child’s right to privacy is respected. Careful consideration will be given to each child’s situation to determine how many carers might need to be present when a child needs help with intimate care. Where possible, one child will be cared for by one adult unless there is a clear need to have two adults present. If this is the case, the reasons should be clearly documented.
* Parent/Carers will be involved with their child’s intimate carer arrangements on a regular basis, a clear account of the agreed arrangements will be recorded on a child’s care plan. The needs and wishes of the child and their parent/carers will be carefully considered.
* The Nursery recognises its legal obligation to meet the needs of children with delayed personal development in the same way they would meet the individual needs of children with delay in another aspect of their development. We work in partnership with parent/carers on an individual basis to make reasonable adjustments to meet the needs of each child (EYFS 2014 Welfare Requirements).

### Nappy Changing Procedures

We work on a key person system ensuring that the child is changed, wherever possible by their key person or significant other. This way the key person and significant other knows the child’s likes and dislikes and also the child is changed by a familiar adult. The following nappy changing procedure will be carried out:

* The child will be checked if they need changing.
* The child will be asked if their nappy can be changed so that they understand what is happening.
* An apron and gloves will be worn by the practitioner for hygiene purposes.
* All nappy changing supplies will be readily available before the child is lifted onto the changing mat.
* The nappy will be disposed of in the bin provided.
* The child will be redressed.
* Hands will be washed and a spray used to disinfect the changing mat.
* The time of nappy change will be recorded on the chart.

Throughout the nappy changing procedure it is important to continue talking or signing with the child as this will make the experience more relaxing and enjoyable.

### Potty Training Routine

Once a child is showing an interest in using a potty or the toilet a plan is developed in collaboration with the child’s parent/carer.

To ensure consistency between home and nursery the same process should be followed in both environments. However if this is not possible i.e. the child is allowed to walk around with no nappy/trousers on at home, then this will be discussed with the parents and agreement will be reached about how to support the child’s needs at nursery appropriately. In addition, practitioners and parents may discuss any tell tale signs that a child may need to go to the toilet (i.e. jiggling or moving into the corner) so these signs can be identified more easily whilst at nursery.

Once a plan is in place the child’s key person will record any information on the daily sheets and report back to the parents/carers at the end of each day. If further plans are made these are also recorded to ensure all staff understand the current stage each child is at in their potty training process.

Practitioners remain positive at all times and re-assure the child if they have a toileting accident. The child is asked sensitive questions to try and understand if there is a reason why the accident occurred so, if possible, it can be avoided in future. This is also recorded on the daily sheet.

If parents/carers offer rewards at home the same can be done in the Nursery, however rewards will be in the form of stickers or stamps and not food based rewards (see healthy eating policy).

When changing a child who has had an accident, practitioners must wear gloves and an apron. Items of soiled clothing should be rinsed in the sluice located in the baby room and placed in two nappy bags and the child’s name added to the outside. This should be placed in the child’s bag ready to be taken home. All areas where the child’s soiled clothing has come into contact or where the child had the accident must be cleaned thoroughly with anti bacterial spray.

Children should be encouraged to re-dress themselves to help promote independence. No child will be left unclothed for a period of time.

### General Toileting Guidance

Children’s individual cultural and religious values will be respected at all times.

Children will be encouraged to ask to go to the toilet and will be taken immediately upon asking. Although children will not be left unattended whilst in the toilet area, they are encouraged to close the cubicle door if they choose to do so.

When they have finished they will be encouraged to clean themselves, flush the toilet and wash/dry hands thoroughly afterwards. If necessary staff will assist the child in cleaning themselves, check the cubicle after use, leave the toilets/changing room clean and tidy and escort the child back into their room.

The protection of children

If a member of staff has any concerns about physical changes in a child’s presentation e.g. marks, bruises, soreness etc. She/he will immediately report concerns to the designated safeguarding officer(s), who will follow the procedures that are stated in the Safeguarding policy.

If any Parent/Carer or a member of staff has concerns or questions about intimate care procedures or a child’s individual needs please discuss with the nursery manager at the earliest possible convenience.

The Nursery operates a Whistle-blowing Policy as a means for staff to raise concerns relating to their colleagues. The nursery manager supports this by ensuring staff feel confident in raising concerns as they arise in order to safeguard the children at the nursery.

If an allegation is made against a member of staff, the nursery will follow the procedures outlined in the Safeguarding policy.

The protection of staff

Members of staff have regard to the danger of allegations being made against them and take precautions to avoid the risk, by:

* Verbally informing another member of staff the necessary action they intend to take.
* If a child expresses dislike of a certain member of staff carrying out his/her intimate care, staff and our designated Safeguarding Officer will try and find out the reason for this and will try to resolve this by having strategies in place.
* Being aware of and responsive to the child’s reaction.

Support to families

The nursery takes every step in its power to build up a trusting and supportive relation among families, staff and volunteers. We support and work with children’s families with the provision that the care and safety of the child are shared with the child’s parent/carers who have parental responsibility for the child.

The following are used as a framework for this policy:

* The Children Act 2006
* Protection of Children Act 1999
* Human Rights Act 1989
* United Nations Convention on the Rights of the Child.
* Environmental Protection Act 1990
* Care Standards Act 2000
* Safeguarding Vulnerable Groups Act 2006
* EYFS – Safeguarding & Promoting Children’s Welfare, Suitable People 2014

# Sleep & Rest Policy:

The staff at the Nursery understand that rest and sleep is as important to babies and children as food and drink. Practitioners are encouraged to learn each individual child’s signs of tiredness, through observations of the child’s behavior and through discussions with parents/carers.

Information will be gathered from parents/carers about their child’s individual sleep routines and these will be followed as much as possible. This includes having access to comforters and sleeping positions.

Activities and daily routines are planned to allow adequate time for children to have opportunities for both active times and restful periods. Each room provides a quiet area where children can go independently if they are tired or in need of a rest.

Children will not be forced to sleep if they do not wish to and likewise will not be forced to stay awake if they are exhausted. If children choose not to sleep, they will be encouraged to have a quiet time after lunch when other children are sleeping. Resources such as reading stories, jigsaws or mark making activities will be available at these times.

Children will be encouraged where possible to sleep in cots or on sleep mats rather than in pushchairs or prams unless requested by parents. This is to allow children maximum growing room and to prevent any spinal problems occurring in young babies.

The babies always sleep on their back in a cot with their own sheets and blankets which we provide. These are numbered to reduce the risk of cross infection. All sheets and blankets are washed at the end of the child’s week or as and when needed. Sleeping children are regularly checked and there is always a member of staff supervising sleeping children. Children under two will be in a separate baby room to sleep.

The only time children sleep outside is if babies fall asleep in their buggies whilst having a walk around. The babies are securely harnessed in their buggies and the seat is laid down flat, depending on the temperature. They are either left outside being supervised by a member of staff or they are bought inside and supervised.

The room temperature is monitored and recorded throughout the day to ensure there is a comfortable temperature of around 65ºF/19ºC.

# Sand & Water Play Policy:

Sand

Children also have regular access to sand play. Younger children are supervised at all times to prevent them from eating the sand. Older children are encouraged to use sand appropriately as part of their learning and development.

Indoor sand pits are covered with tight fitting lids when not in use. Outdoor sand pits are covered with heavy duty tarpaulins to prevent cats from using them.

Sand is checked and replaced regularly with sand which is appropriate for children to play with. Any sand which is on the floor is disposed of in the rubbish bin.

Sand is cleaned once every six weeks. The sand tray is filled with water and sterilising tablets which are left overnight. The following day the sterilised solution is emptied and the tray is rinsed through with clean water, before being filled with sand once dry.

Water

Children have regular access to water play and activities are supervised by at least one practitioner at all times. Children are encouraged to wear aprons and spillages are cleared away immediately.

Water trays are filled at the beginning of each day and are covered with tight fitting lids when not in use. Trays are emptied completely at the end of each day.

# Display Policy

It is the intent of the Nursery to provide a fun and stimulating environment. We will respect and value the children’s contributions to displays and the nursery environment.

Display of Legal Documents

* Ofsted registration certificate
* Insurance policy
* Ofsted contact number
* Food and hygiene certificate and rating
* Health and safety law poster

Other Documents on Display

* Policies
* Brochures on the nursery
* Staff and Owners photos
* Key group board and buddy information
* Planning
* Parent information board to include activities in the nursery, current documentation on new initiatives being introduced to nursery
* Menus
* Monthly newsletters

Wall Displays

To achieve educated and interesting displays they need to have:

* Correct spelling
* Different types of text i.e. hand written, printed texts.
* Displays should be interactive, reflect rich literate environment, include 2D and 3D materials and are at the children’s height wherever possible.
* Displays should reflect current interests
* Provide an area where children can display their own creations
* The font needs to be a good size and clear for parents to read as they enter the nursery. All fonts should be comic sans from word
* All work needs to be the children’s own, if there is a specific activity that you are achieving for the display use books of artefacts to show children what you would like them to contribute to the display.
* Photos need to be present to show others how the children completed and interacted during the session alongside their work
* When taking pictures of children look around in the background before you take the pictures

Children enjoy seeing their own work go onto display so that they can show their family/friends when they are collected. Once the display is taken down, the work is put into the child’s learning journal or the child take their work home.

# Equipment and Resources policy:

We believe that high quality care and education is promoted by providing children with safe, clean, attractive, age and stage appropriate resources, toys and equipment. Here at the Nursery we:

* Provide play equipment and resources which are safe, and where applicable, conform to the BS EN safety standards and/or Toys (Safety) Regulation (2011). We provide adequate insurance cover for the nursery’s resources and equipment.
* Provide a sufficient quantity of equipment and resources for the number of children.
* Select books, equipment and resources which promote positive images of people of all races, cultures, ages and abilities, are non-discriminatory and avoid racial and gender stereotyping.
* Provide play equipment and resources which promote all areas of children's learning, development, continuity and progression; provide sufficient challenges and meet the needs and interests of all children.
* Store and display resources and equipment where children can independently choose and select them. Where appropriate, children will be consulted in selecting new equipment and toys.
* Check all resources and equipment regularly as they are set out at the beginning of each session and put away at the end of each session. We repair and clean, or replace any unsafe, worn out, dirty or damaged equipment.
* Keep an inventory of resources and equipment. This records the date on which each item was purchased and the price paid for it.
* Plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered.
* Teach children to respect the equipment and resources and tidy these away when play has finished. This should be into a designated place via the use of recognisable photographs the children can match the resource to.

# Visits and Outings:

Outings will be planned to fit in with the children’s initiated interests or to provide extension to that planned indoors. The activities carried out during the outing could provide follow up activities to promote children’s learning and will be evaluated and read by all adults involved.

Consent Forms

Parents and carers are asked to give their permission for their children to go on short trips and outings when they register their child with the nursery.

Organised trips will be advertised in written and verbal format and specific needs of individual children will be discussed with parents and carers beforehand.

Leaving the Nursery Building

* Room leader collects register.
* Children are helped by members of staff two at a time.
* One member of staff waits inside with children whilst other staff members help the remaining children. Children line up before going outside.
* One member of staff goes to open the door.
* One member of staff carries out a headcount.
* A second head count is carried out to double check all children are present by the Room Leader (a qualified person in her absence). Registers must be used.
* One staff member is to wait at the door to ensure that all children exit the building. Two staff members are to take the children outside in an orderly line, or two at a time. One staff member is to go back to the indoor area to ensure that there have been no children left behind.

Coming back into the Nursery Building

* Children are to form an orderly line at the entrance.
* One staff member opens the front door of the nursery and remains indoors getting children to form a line there whilst other staff members help children in.
* One staff member remains at the entrance to ensure all children are ready to go inside and not wandering off.
* Other staff members take children two at a time into nursery to wait inside.
* When all children have been taken inside, a headcount is carried out. The room leader double checks the headcount and register.
* One member of staff is to go out and check the outside area.

Children are not to be taken back to their rooms until a final headcount has been carried out and all children are present.

Transportation

Most trips and outings take place to locations within walking distance to the nursery.

Private transport will only be used if the driver has adequate private insurance to cover use by the group and its children, and there is a specific purpose for its use.

The Nursery is required by law to see a copy of the coach firms MOT and Insurance certificate for the coach being used, and also the drivers licence. This applies to private cars too. This implies that the vehicle is of roadworthy condition and has enough seatbelts for each passenger it carries. The request to see the documentation will be made at the time of booking.

All children would be placed in either a car seat or booster seat in accordance with current legislation. We would ask parents with access to these resources to provide them on the day.

Risk Assessments & Procedure

Adult/child ratios are higher on trips than in the nursery. We aim to reduce child: staff ratios as much as possible by asking parents, students and volunteers for support on outings.

A risk assessment is undertaken prior to the outing to ensure both the route and the venue were suitable for the children. This is recorded on an outing risk assessment form.

A register is taken with the outing party and a copy of the register is also left at the nursery along with contact numbers for the staff on the outing. The children must be counted before setting off (on the coach if used) and counting must be ongoing at regular intervals throughout the outing. If the group is broken up into sub-groups, a designated person in charge must be assigned and that person is responsible for counting the children at regular intervals.

When setting off on an outing the most senior member of staff will ensure that they have the following:

* A First aid kit.
* Spare nappies, wipes, bags and clothing suitable for the age of the children.
* At least 2 mobile phones with the nursery number in them. Children’s emergency contact numbers are saved on to the mobile telephones in the case of an emergency.
* A Register with the names of all children and staff on the trip (a copy of this will be left at the nursery).
* Suitable outdoor clothing for every child.
* Fresh drinking water and, if needed, some snacks.
* A description of the children’s clothing which is left at the nursery.

We ensure that there is always at least one qualified first aider on the outing.

A label must be attached to all the children showing the name of the nursery and telephone number of the nursery. Additionally it should also show the mobile telephone number of one of the staff members on the outing. This label must be displayed on the child in a manner, which is visible and is-not easily removed, by the child.

Toilet and changing facilities will be provided for the children at regular intervals or when needed.

Meeting points will be pre-designated and times arranged when all the party should assemble. These will be strictly adhered to.

In the event of an emergency the most senior member of staff will contact the nursery and seek support from the on site management. Staff members will contact the nursery at least once whilst on the outing.

At the conclusion of each outing the staff member in charge of the outing will complete a review of the outing noting any particular problems encountered.

# Outdoor Policy and Procedure:

At the Nursery our aim is to provide a safe and stimulating outdoor environment, which allows children to develop their physical skills, explore a range of natural materials and experience their immediate world. Outdoor play should offer activities to develop skills and confidence across the whole curriculum. The environment should offer learning experiences, which cannot be provided indoors. Children learn best through making sense of the world. The outdoor environment is an essential component of this world.

Safety and Security

The safety of the children is paramount when outside and it is essential for each child’s well-being. Staff should check the outdoors area before the children go out to play, any debris, litter, weeds and alike should be discarded. All equipment and toys should also be checked before use. The gates should be locked before the children go out to play. Children should be allowed to take risks under the close supervision of staff.

Staff should make sure all possible steps are taken to prevent accidents. Any accidents that do occur should be recorded following the accident procedure.

Staff Ratios and Supervision

Staff should be supervising the children at all times. Ratios should be followed the same way as when inside. At least one adult should have an overview of the whole area. Staff should be spread out. No personal conversations between staff should take place at any time.

Stimulation

Outdoor play should be provided through exciting, meaningful, focused and targeted activities planned by the staff. Children should have free choice. Activities and resources should be added and change in line with children’s interest and should be age/stage appropriate. Staff should initiate games and play with the children on their level, getting involved and talking to them.

# Sun Protection & Heatwave Policy:

The Nursery recognises that children and babies have sensitive skin which can be easily damaged by the sun’s UV rays. We also recognise the valuable experiences the outdoor environment has to offer children and babies. As a result we work as a team to ensure children remain safe in the sun whilst accessing the outdoor area.

Protection

We operate an indoor/outdoor policy throughout the Nursery as often as possible. This ensures children have the choice of playing either indoors or outdoors throughout the majority of the day and activities are provided to engage children and enhance their learning experiences in both environments.

Extensive shaded areas are provided in all outdoor spaces and activities are provided under the shaded areas to encourage children to spend time there.

Seating is provided in shaded areas so children enjoy quiet times outdoors.

Children spend more time outdoors before 11.00 am and after 3 pm to ensure they are protected from the intense mid-day sun. In the height of summer children will remain indoors over the lunch time period.

Children are encouraged to wear hats whilst outdoors throughout the summer. We encourage staff to wear hats whilst outdoors to model good practice to the children in their care.

Parents are asked to provide sun cream with a high sun protection factor for their child, preferably one that lasts all day long which can be applied in the morning by the parent/carer before they arrive for their session. This is labelled with the child’s name and stored safely within the rooms. A member of staff will apply the sun cream to every child before going outdoors to play. Written permission is sought from parents/ carers before applying sun cream.

Children will not be permitted to go outdoors to play without sun cream. Alternative activities will be provided for such children within the indoor environment.

Education and Collaboration

Staff promote good sun safety practice throughout the nursery.

Information about sun safety is displayed throughout the nursery at relevant times of the year to provide information to parents and carers.

Planned age appropriate activities are included within the curriculum to ensure children understand the importance of staying safe in the sun.

We ensure staff are aware of the importance of protecting children from harmful UV rays.

Heatwave Plan

Babies and young children are considered high risk in heatwave conditions. Children’s susceptibility to high temperatures varies –

* Those who are overweight or who are taking medication may be at increased risk of adverse effects;
* Children under four years of age are at increased risk because young children produce more metabolic heat, have a decreased ability to sweat and have core temperatures that rise faster during dehydration;
* Some children with disabilities or complex health needs may be more susceptible to temperature extremes.

Ways we keep children safe in a heat wave:

* We do not over-dress babies or children;
* We encourage children to drink extra water;
* We ask parents to dress children for the weather – floppy hat, loose light coloured clothing, covered shoulders and feet;
* We offer children salads and food with high water content;
* We apply and reapply sun cream regularly through the day;
* On very hot days, we do not encourage children to take part in vigorous physical activity;
* We ventilate rooms as much as possible and use fans keep children cool. Cover windows with blinds to block the sun where possible.
* We turn off electrical equipment when not in use as they generate heat;
* We keep children cool by providing water play or cooling their necks with a damp flannel;
* When playing outside, the children stay in the shade as much as possible;

Actions to take if heat stress or heat exhaustion is suspected:

Look out for signs of heat stress and heat exhaustion.

Heat stress - children suffering from heat stress will show general signs of discomfort (including those listed below for heat exhaustion). These signs will worsen with physical activity or if left untreated and can lead to heat exhaustion or heat stroke.

Heat exhaustion - signs of heat exhaustion include -

* Irritability
* Fatigue
* Dizziness
* Headache
* Nausea
* Hot, red and dry skin

Heatstroke - sweating is an essential means of cooling and once this stops a child is at serious risk of developing heatstroke. Heatstroke can develop if heat exhaustion or heat stress is left untreated, but it can also occur suddenly and without warning.

Reducing body temperature

The following steps to reduce body temperature should be taken at once:

* Move the child to as cool a room as possible;
* Sponge the child with cool, (not cold) water and, if available, place cold packs around the neck and in the armpits;
* Place the child near a fan.

If a child shows signs of confusion, follow the steps above. If a child loses consciousness, place the child in the recovery position and follow the steps above. In both cases, call 999 for emergency medical assistance.

# Medication Policy:

The Nursery requires full medical information from parents and carers regarding their child’s medication and medical needs.

This information is to be stated on the ‘Registration Forms’ and the nursery must be informed in writing of any changes. These changes must also be discussed with staff members to ensure appropriate care is provided at all times. All medication records are treated confidentially.

If a child requires long term medication (e.g. an inhaler) then a ‘Long Term Medication’ form must be completed by the parent/carer. Medication must be in its original container with the child’s name, specified dose and expiry date clearly stated.

Children with additional needs are provided with an individual box which contains the medication and a procedure sheet outlining when the medication is needed and what care they require. This box goes wherever the child goes while they are under the care of the Nursery. This procedure is monitored and changed as necessary by the nursery Senco. If training is required to administer medication this is undertaken by the child’s key person, Senco and at least one other member of staff. This is to ensure that there will always be a member of staff in the building who is trained in the administration of the particular medication.

Only qualified practitioners are to administer medication and there must also be another qualified member of staff present to check medication labels and witness the administration. **Both** members of staff must sign the medication form.

**Prescription medication** can be administered but onlywhen the **parent/carer** has completed and signed a ‘Medication Form’.

**Non–prescription medication** (e.g. Calpol) may only be administered if the parent/carer has given prior permission on the child’s registration forms. If a child requires non-prescribed medication in emergencies (e.g. rise in temperature) then management must be informed before contacting the child’s parent/carer. Once verbal consent from a parent/carer is received then the medication can be administered. A ‘Medication Form’ must be completed and signed by the member of staff who administered the medication and also signed by the witness. The medication form must also be read and signed by the child’s parent/carer when the child is collected from nursery. If verbal consent from a parent/carer cannot be obtained then **only** if parents/carers have given prior written consent in the ‘Registration Form’ can staff administer the non-prescribed medication.

Calpol/paracetamol will only be administered in the dose set out in the guidelines on the bottle with the maximum dosage being 5ml for up to 4 years of age. Once calpol/paracetamol has been administered (if the temperature does not reduce) parents are asked to collect their child as soon as possible. The nursery staff will not administer more than one dose of calpol/paracetamol to any child unless it is prescribed by a medical professional as it is expected that a sick child will be absent from nursery when the next dose is required.

If a parent supplies their own prescribed Calpol/paracetamol and asks for their child to have this throughout the day then the **parent/carer** must complete a ‘Medication Form’ on arrival to nursery. They must state the specific dose, times of day and reason for Calpol/paracetamol.

If the child becomes ill during the day e.g. high temperature then parental permission must be given via telephone before Calpol/paracetamol can be administered. The member of staff who spoke to the parent to gain permission must then complete a ‘Medication Form’ and the parent/carer must then sign the form when collecting their child. All other medication forms must be read and signed by the child’s parent/carer when they are collected from nursery.

Storage of Medication

Medication is stored at the appropriate temperature and kept out of all children’s reach. First aid boxes are checked and refreshed regularly.

Staff who require medication whilst at work must keep medicines in their personal locker or in the nursery office. Medication must not be taken into the rooms or other areas where children are present.

* All medication must be in its original packaging with prescribed medication having a dispensary label attached
* The medication must be within its best before date

The parent/carer will be required to complete a medication form with the following details:

* Name and date of birth of the child
* Name and signature of parent/carer
* Name of medication or treatment required
* Reason for medication or treatment
* Dose to be administered
* Time to be administered
* Signature of the person completing the form
* Date the form is being completed

Medicine Administration

Medicines will not be administered unless they have been prescribed for that child by a doctor, dentist, nurse or pharmacist.

The medication form will be updated on each arrival by the parent/carer with the following:-

* Date and time of the last dose
* The last dose amount
* Initials by the parent/carer

The practitioner who is responsible for completing the Medication Form with the parent will check the handwritten entries provided by the parent to ensure they are correct and completed in full, i.e. date completing the Medication Form and date the child last received medication.

The member of staff administering the medication needs to be a senior member of staff Jennifer Thompson, Sharon Harrison, Helen Shearer or Jenny Moore. The witness must be a level 3 practitioner.

The member of senior staff administering the medication and the witness must first check the following:

* That the medication was prescribed by a doctor
* Child’s name is on the bottle
* The dosage to be given
* The used by date
* The times to be administered
* Last time the medication was administered

The staff member and the witness are signing to confirm that they have undertaken all appropriate checks prior to administering the medication. This should be completed at the time of the administration of the medication and not retrospectively.

The medication form will then be updated by the administering practitioner and the witness, at the time of administration. Detailing the following:-

* Dosage given
* Date and time administered
* Signature of staff member administering the medication
* Signature of staff witnessing administration of the medication

On collection of the child the parent/carer will be required to sign the relevant entry on the medication form to acknowledge that they have been notified, by the practitioner who administered the medication – of the child having taken the said medication or pain relief. Where the practitioner who administered the medication is unavailable they will delegate the notification task to a named person.

Medication forms are confidential and will be stored securely at all times.

Action to be taken in case of a breach of the medication policy

Should the policy breached by nursery staff in any form the following action must be taken immediately:

* Parent/carer to be notified via the quickest method available (e.g. if the child has already been collected the parent must be collected via telephone or by undertaking a home visit if necessary).
* Appropriate medical advice will be sought by the setting, in conjunction with the parent/carer
* Nursery staff to inform a member of the management team who will inform the registered person
* Local Authority Designated Officer for Safeguarding will be notified by a member of the management team
* Written notes must be made by the nursery staff and the management team of any action taken with accurate timings recorded events

Paracetamol

Prescribed medicines will not be administered unless they have been prescribed for that child by a doctor, dentist, nurse or pharmacist. **Medicines must always be provided in the original container as dispensed and include the prescriber’s instruction for administration.**

Non prescription medication will not be used to manage conditions during the day but will be administered where a situation is deemed an emergency, if a child with a fever appears distressed or unwell following authorization from a Nursery Manager. In these circumstances use non prescribed Medication Form to document; the child’s temperature, the symptoms the child is displaying and to indicate that the Parent/Carer Contract has been checked to ensure prior permission to administer emergency paracetamol has been sought.

If permission has not been granted:

* Contact the parent/carer and arrange collection as soon as possible
* Document the time and person collecting the child
* Indicate no medication has been given on the form
* On arrival ask the parent to sign the completed form

If permission has been given:

* Prior to contacting the parent/carer check the dosage of paracetamol to be given
* Contact parent/carer and give them details of the child’s symptoms and temperature
* Confirm whether any prior medication has been administered by the parents/carer and if so confirm the time and amount of the dosage
* Tell the parent/carer the dosage to be administered
* On arrival ask the parent/carer to sign the completed form

We will not use paracetamol with the sole aim of reducing the body temperature of a child with a fever who is otherwise well. It should be noted that paracetamol cannot be given to babies less than three months old unless prescribed by a doctor.

*The definition of a high temperature is 38°c*

*Many children can walk round with a high temperature and be asymptomatic so the practitioners would need to assess if the child is showing other symptoms etc, if there are no symptoms then in reality no treatment is required. The range for the temperature becoming significant particularly when in context of other symptoms also changes with age range:*

*Less than 3 months old would be no higher than 38°c but it should be noted that paracetamol cannot be given to under 3 months of age unless prescribed by GP/ Nurse prescriber.*

*3-6 months of age 38.9°c*

*6 months upwards 39°c plus*

*These recommendations are based on the National Institute for Health and Clinical Excellence (NICE) guideline ‘Feverish Illness in Children. Assessment and Initial Management in Children Younger Than 5 Years’*

The nursery will keep infant paracetamol suspension pain relief in sachet form for these purposes. This limits the possibility of contamination, we will keep a supply of plastic medication spoons that have a 5ml and 2.5ml measurement for administration. Parents should not give permission if their child is allergic to paracetamol.

A child under 16 will never be given medicines containing aspirin unless it has been prescribed for that child by s doctor.

Exclusion

Exclusion from nursery will be requested when a child:

* Has an infectious disease or viral infection. (see exclusion data)
* Has had an upset stomach due to sickness/diarrhoea the child will be excluded from nursery for 48 hours after the last bout of either).

Cases of emergency

In cases of emergency where a child needs to be taken to hospital by ambulance, a member of staff will accompany the child until a parent/carer arrives. Parent/carers will be informed immediately at the time of the incident.

# Asthma Policy

We recognise that asthma may affect many children of differing ages and that each individual symptom may require a different approach.

We will:

* Ensure that the child remains calm.
* Have the correct named inhalers for that child and any spacers provided by your GP.
* Request spare inhalers (stored in nursery) in case any should run out or be faulty.
* Ensure staff are aware of any children who suffer with asthma.
* Encourage children who suffer with asthma to participate fully in activities.
* Ask parents/carers to disclose that their child suffers from asthma on the Individual Healthcare Plan and to detail signs and symptoms of the onset of an asthma attack and what should be done to help ease the symptoms.
* Encourage children to ask questions about asthma and support their peers during these attacks.
* Ensure the welfare of both the child having the attack and their peers.
* Ensure that children have immediate access to reliever inhalers
* Ensure that the environment is favourable to children with asthma

We ask parents to tell us about their child’s asthma symptoms and how to recognise when their symptoms are getting worse and how to help them take their reliever medicine, all this information will then be recorded on the child’s personal record form.

All children with asthma will be allowed immediate access to their reliever medicine whenever they need it.

We will always inform parents if their child has suffered from asthma symptoms and had to use their inhaler. If after discussion between the parents/carers and the doctor or nurse, it is believed that a particular child is to young to carry their inhaler, we will keep one with a first- aider within reasonable proximity of that child.

We need parents to provide written information detailing:

* What asthma medicines the child takes and when
* What triggers the child’s asthma and what to do if the child’s asthma gets worse
* Emergency contact details

We will ensure any spare medicines stored by us are labelled and have not passed their expiry date.

# Sick Child and Emergency Policy:

The parents and carers of the children attending the Nursery are valued as the people who know their children best. As part of the partnership agreement between staff and parents, we have a shared understanding that the health and well being of all the children attending the setting must be respected at all times. Parents are therefore requested that, if your child becomes ill, you should inform the nursery to the nature of the infection or illness within the 24- hour period following onset. The information will remain confidential in its source, but must be passed on to other parents, so preventative or other procedures can be followed.

We understand the needs of working parents and do not aim to exclude children from the nursery unnecessarily. However the decision of the nursery manager is final when requesting the exclusion of a child for illness or infection. Decisions will take into account the needs of the child and those of the other children in the room. The staff must be convinced that the child has returned to good health before re-admitting them and may at their entire discretion refuse re-admission until clearance has been obtained from a medical practitioner.

If your child requires specialist medical care, you will be asked to sign a form giving consent for staff with the appropriate training in the necessary procedures to administer those procedures (see Medication Policy).

Management of sickness and Infection Control Guidelines

As outlined, we follow a high standard of hygiene practices throughout the nursery. If an illness has been reported in any of the rooms, steps are taken to ensure all surfaces, toys and equipment are sterilised immediately as a precaution and to prevent the spread of any infection. This is in addition to our usual cleaning practices.

Children who have an infectious illness must not return to the Nursery until the symptoms have subsided. Periods of absence due to illness depend on the nature of the illness and your child’s key person will be able to advise you of this. There will be no refund for time off due to illness.

Procedure

Any member of staff suspecting illness of a child must report this immediately to the person in charge, in order for it to be assessed whether the child needs to be sent home or needs urgent medical attention.

If your child has a temperature you will be contacted and asked for consent to administer Calpol/paracetamol (if appropriate) and advised to collect your child as soon as possible. Children with a temperature of 39 degrees upwards are at risk of febrile convulsions and must be collected from nursery as soon as possible.

If the child needs to be sent home, the person in charge will contact the parents using the telephone numbers given on their enrolment form. If the parent’s cannot be contacted the emergency numbers will then be used.

Once the parents or emergency contacts are contacted they are notified of the child’s condition/symptoms and either asked to come and pick them up immediately or advised to make an appointment with their G.P.

In the case of the child needing medical attention urgently, an ambulance will be called, the parents will then be contacted and notified of the situation and informed of which hospital their child is being taken to so that they can meet the senior member of staff there who will accompany their child. All the child’s relevant forms and records will be taken along to the hospital.

If the child does not require urgent medical attention, then they will be looked after by their key worker in a quiet area away from other children until the parent/carer collects the child.

If there are any queries regarding an illness, please contact the nursery for advice.

Reporting Incidents

If the situation arises that an infection has spread or is likely to spread within the nursery, parents will be informed via letter and telephone as necessary. Children’s Act Regulations (1989) state that OFSTED must be notified of any infectious disease that a qualified medical person considers notifiable. Notifiable diseased are outlined in the Public Health (Infectious Disease) Regulations 1988). Outbreaks of illness are monitored within the nursery and reported to OFSTED if it becomes necessary to do so in line with these regulations. Where an ‘outbreak’ is suspected Environmental Services should be notified immediately.

# Communicable Diseases, Exclusion Periods & Immunisation:

Sickness and diarrhoea

If a child falls poorly with sickness and diarrhoea whilst at the nursery, we monitor their progress. After three bouts of diarrhoea or one of vomiting we contact the parent/carer to come and collect them. The child will be re-admitted to the Nursery after they have been clear of sickness and diarrhoea for 48 hours, meaning that the child must have had normal stools or no vomiting for the 48-hour period. The child will then be monitored over the next 48 hours.

Impetigo

The appearance of impetigo varies. There are sores with scabs sometimes looking rather like ringworm or dry scales. Impetigo is common on the face and behind the ears but it can spread over the body and also on the arms and legs. Impetigo is infectious and can be spread from towels and close bodily contact. Your child will be excluded from the Nursery as soon as signs of impetigo are suspected and they must see a GP who will treat with antibiotic lotion or tablets. Once the impetigo has cleared up they can be re-admitted to the Nursery.

Conjunctivitis

Conjunctivitis can occur in many different types of illnesses (e.g. measles, hay fever, glandular fever and other infectious illnesses) or it may be due to a blocked tear duct. Very commonly it is caused by something irritating the eye but is highly infectious. Children can attend the Nursery as soon as the eye(s) are being treated. The GP will probably prescribe lotion or eye drops and usually advise exclusion times.

Chickenpox

With chicken pox the illness starts 12-20 days after contact, but your child will be infectious from 2 days before the blisters appear and 14 days after the rash begins. Children develop a temperature and at first red spots appear which rapidly become blisters. Calamine lotion will help the child to stop itching and the child will be re-admitted into the Nursery once the spots scab over and the tops begin to fall over.

Measles

Measles usually start 10 days after contact and children are infectious at least 4 days before the rash appears. A virus is the cause of measles and more than one bout is rare. Children may have an irritating cough and the temperature will be raised, the temperature may drop but returns with the rash. The eyes and nose run and the face is puffy, the general appearance resembles a bad cold. The exclusion period from the beginning of the onset of measles is 14 days.

Mumps

A virus is the cause of mumps and more than one attack is rare, mumps usually starts 18 days after contact. Mumps is pain and swelling of one gland and the pain is worse on opening and shutting of the mouth. The temperature will be raised; glands usually go down after 10-14 days. The isolation period for mumps is 14 days from the start of the illness.

HIV/AIDS

High Bank Nursery follows the hygiene policy when dealing with accidents resulting in bleeding, vomiting or in the cases of diarrhoea and changing nappies.

No one has the right to know if another person is HIV positive or has AIDS. This information should not be shared with anyone else without the permission of the person involved. OTHER PARENTS DO NOT NEED TO BE TOLD.Any failure by an employee to keep this information confidential may result in immediate dismissal and will always result in disciplinary proceedings.

E. Coli/Typhoid and Shigella

Children with any of these infections should be excluded for 48 hours from the last episode of diarrhoea. Further exclusion may be required for some children until they are no longer excreting; and for young children under five and have difficulty in adhering to hygiene practices.

Whooping cough

Any child with whooping cough should be excluded five days from commencing antibiotic treatment or 21 days from onset of illness if no antibiotic treatment.

Bacterial Meningitis

If a child contracts bacterial meningitis they have to be excluded from nursery until they are recovered completely. There is no reason to exclude siblings.

Scarlet Fever

If a child contracts scarlet fever, they can return 24 hours after commencing appropriate antibiotic treatment.

Cryptosporidiosis

Exclude the affected child for 48 hours from the last episode of diarrhoea, exclusion from swimming is advisable for two weeks after the diarrhoea has settled.

Hepatitis A

Any child who contracts Hep A will be excluded until seven days after onset of jaundice (or seven days after symptom onset if no jaundice)

Flu (influenza)

If a child has flu they should be excluded from the setting until fully recovered as to prevent the spread of infection.

Diphtheria

Child and close family members must be excluded until they are allowed by your local HP to come back.

Scabies

A child suffering from scabies can return after they complete their first treatment and people who live in their household and close contact should also have treatment.

Shingles

A child suffering from shingles should only be excluded if the rash is weeping and cannot be covered, shingles can cause chicken pox in those who are not immune. It is spread by very close contact and touch

Tuberculosis

If your child has tuberculosis always see a GP straight away.

Meningococcal meningitis

Make sure any child that has meningococcal meningitis is excluded until fully recovered.

Infections with No Exclusion Periods

* Cold sores
* Warts and verrucae
* Tonsillitis (dependant on medical advice)
* Ring worm
* Glandular fever
* Thread worms (after treatment)
* Hand, Foot and Mouth (when blisters are dry)
* MRSA
* Molluscum Contagiosum
* Slapped Cheek (seek medical advice)
* Viral Meningitis

Immunisation Policy

The Nursery does not discriminate on the admission of a child who has/has not had their immunisations, we firmly believe that it is parental choice as to whether children have their immunisations, and we will not refuse admission of that child.

However, we are aware that the risks of children contracting infectious diseases are higher and we do our upmost at the Nursery to prevent the spread of infection. We monitor for any signs and symptoms of infectious diseases.

### Head Lice

Head lice can affect people from any socio-economic background and ethnicity and do not imply a lack of hygiene or cleanliness of the infested person.

In order to try and prevent other children becoming infected we have put together the following procedure. We hope that as parents you too will work with us to prevent and treat the spread of head lice.

* No child will be excluded from the Nursery because they have head lice and we ask that all children and parents are sensitive and understanding towards the child. It is not their fault they have head lice
* Advise that all children with long hair wear their hair up to prevent the spread of head lice
* Advise that parents check their children’s hair once a week with a special head lice comb to aid early detection
* Request that parents inform staff immediately if they have discovered that their child has head lice
* We will inform all parents using our service if a child has head lice but we will keep the name of the child confidential
* We will assist in the prevention of head lice by ensuring the children only use their own hairbrushes and combs and that the dressing up hats are regularly cleaned

More Information

* Nits are tiny yellowish – white oval eggs firmly attached at an angle to the hair shaft. Contrary to some claims, nits found more than a quarter inch from the scalp are not necessarily dead. The diagnosis is made more often by seeing the attached nits than by finding crawling lice. Nits (eggs) are tiny and can be difficult to remove. They are firmly attached to the hair shaft and cannot be brushed out or removed with a regular comb.
* Although nits may be more prevalent at the nape of the neck, around the ears and at the crown of the head, advise parents to check the entire scalp since nits can be found anywhere in the hair.
* Lice are about the size of a sesame seed, clear in colour when first hatched and then become brown after they feed, and move quickly away from light
* Head lice cannot be gotten from or given to animals. They are ‘Host Specific’ and infest humans only
* Lice do not hop, jump or fly

Procedure when a case of head lice are found:

1. If staff observe head lice on a child the parent/carers of the child will be contacted as soon as possible, informed and asked to make arrangements for their child to be collected from nursery.
2. Infested children should be prepared for pick-up with a minimum of fuss. Extra care is taken to avoid head to head contact until collection has taken place
3. To help in our combined effort to eliminate the incidence of head lice a notice will be placed in an obvious position stating that a case of head lice has been reported on that day, asking parents to check their own child’s head carefully each day for the next few weeks and to continue checking as part of their routine hygiene
4. Staff should be prepared to answer questions. Parents may feel overwhelmed and need to review current guidelines. Seek out a health visitor if a parent requires advice
5. Encourage the children and help them feel comfortable about speaking up if they feel itchy
6. Children can return to nursery after the first appropriate treatment has been administered, and when there are no live lice in the hair. For treatment see instructions on head lice lotions available from chemists and on prescription from doctors.
7. Confidentiality is maintained throughout
8. Staff are reminded to check their own hair routinely.

### Infection Control

Viruses and infections can be easily passed from person to person by breathing in air containing the virus which is produced when an infected person talks, coughs or sneezes. It can also spread through hand/face contact after touching a person or surface contaminated with viruses.

The best way to prevent a virus or infection from moving around the preschool environment is to maintain high hygiene standards in the preschool. To do this we will follow the guidance below:

* Ensure all children use tissues when coughing and sneezing to catch all germs
* Ensure all tissues are disposed of in a hygienic way and all children and staff wash their hands once the tissue is disposed of
* Encourage all children to do the above by discussing the need for good hygiene procedures in helping them to stay healthy
* Staff will wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately
* All potties and changing mats are cleaned and sterilised before and after each use
* Toilets are cleaned at least daily
* Staff are to remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this
* All toys, equipment and resources will be cleaned on a regular basis by following a comprehensive cleaning rota and using antibacterial cleanser or through washing in the washing machine
* All equipment used by babies and toddlers will be washed or cleaned as and when they need it – this includes when the children have placed it in their mouth
* Dummies will be stored in individual hygienic dummy boxes labelled with the child’s name to prevent cross- contamination with other children
* If a dummy or bottle falls on the floor or is picked up by another child, this is cleaned immediately and sterilised where necessary
* Individual bedding will be used by children and labelled. This will be washed at least once a week and not used by any other child
* Parents and visitors will be required to remove all outdoor footwear or use shoe covers when entering rooms where children may be crawling or sitting on the floor
* All staff and children will be required to wear specific indoor shoes or slippers whilst inside the rooms
* When children are ill we will follow the sickness and illness policy to prevent the spread of any infection in the nursery. Staff are also requested to stay at home if they are contagious
* The nursery manager retains the right of refusal of all children, parents, staff and visitors who are deemed contagious and may impact on the welfare of the rest of the nursery.
* Parents will be made aware of the need for these procedures in order for them to follow these guidelines whilst in the nursery
* Periodically each room in the nursery will be deep cleaned including carpets and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises
* The nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all time and increased during the winter months or when flu and cold germs are circulating

# Early Years Foundation Stage (EYFS):

The EYFS sets the standards that we must meet to ensure each child in our care learns and develops in a safe and healthy environment. The EYFS promotes teaching and learning to ensure that all children have a broad range of knowledge and skills that provide the right foundation for future progress.

Our aims will be achieved through the implementation of a carefully structured curriculum with relevant and appropriate content that supports the development levels of children from birth to five years. There will be planned and purposeful activities that provide opportunities for children to develop and learn through a combination of adult led and child initiated experiences both indoors and outdoors.

We are also committed to the encouragement of parental involvement and we recognise that parents are the initial educators of the children within our care. We aim to achieve these goals by:

* Providing a happy stimulating, stable and safe environment where every child feels secure and valued using guidance from the underlying principles of the EYFS.
* Monitoring the progress of each child so as to identify strengths and weakness in each of the seven areas of learning.
* Developing a sense of care, respect and courtesy towards others and our environment.
* Fostering high expectations of responsibility and behaviour which is age appropriate.
* Fostering the development of attitudes and skills that will give children increasing control over their lives and so enable them to contribute positively to the local and wider community.
* Developing a partnership between home and the nursery that is beneficial and supportive for the child and their family.

The EYFS principles, which guide the way we work, are grouped into four distinct but complementary themes:

* A unique child
* Positive relationships
* Enabling environments
* Learning and development

At the Nursery we aim to deliver individualised learning, development, play and care to the children in our setting and every child is supported to make progress at their own pace. All areas of learning and development are impotant and inter-connected.

There are seven areas covered by the Early Learning goals and educational programmes. Three of these areas are particulary crucial for igniting childrens curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. they are known as the prime areas; These are:

1. Prime areas

**Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

**Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

**Communication and language** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Providers must also support children in four specific areas, through which the three prime areas are strenghthend and applied; These are:

2. Specific areas

**Literacy** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

**Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

**Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

**Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

All children have a learning journal which begins from their first day. This follows your child’s progress with regular reports, development records, observations, photographs and children’s own work. We encourage parents to write comments in their child’s learning journal about how they are developing at home.

Practitioners must consider the individual needs, interests and stage of development of each child in their care, and must use this information to plan an enjoyable and challenging experience for each child in all of the areas of learning and development. Practitioners that are working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four areas.

Throughout the early years, if a child’s progress in any prime area gives cause for concern, practitioners must discuss with this child’s parents and/or carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with the families and help them to access relevant services from other agencies as appropriate.

The Early Learning Goals

The following goals are guidelines as to what attributes a child leaving the Early Years Foundation Stage should have:

1. The Prime Areas

**Communication and Language**

Listening and attention - children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding - children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

Speaking - children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

**Physical Development**

Moving and handling - children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care - children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

**Personal, social and emotional development**

Self–confidence and self-awareness - children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.

Managing feelings and behavior - children talk about how they and others show feelings, talk about their own and others’ behavior, and its consequences, and know that some behavior is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behavior to different situations, and take changes of routine in their stride.

Making relationships - children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organize their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.

1. The Specific Areas

**Literacy**

Reading - children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular. They demonstrate understanding when talking with others about what they have read.

Writing - children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

**Mathematics**

Numbers - children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single- digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures – children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognize, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

**Understanding the World**

People and communities - children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The World - children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology - children recognize that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

**Expressive Art and Design**

Exploring and using media and materials – children sing songs, make music and dance and also experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative – children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

# Planning, Observation, Monitoring and Assessment

When planning and guiding children’s activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

* Playing and exploring- children investigate and experience things, and ‘have a go’
* Active learning- children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
* Creating and thinking critically- children have and develop their own ideas, make links between ideas, and develop strategies for doing things

We believe children flourish best in an ordered environment in which a wide range of activities are made available to the children (child initiated activities, child initiated-adult extended activities and adult directed activities). We aim to provide the children in our care with a wide range of carefully planned activities in order to foster their enthusiasm and desire to learn. We have a thorough process for the assessment and monitoring of children’s interests and learning and we use the information gained from these processes to inform our planning. Planning falls under three broad categories, long term, medium term and short term.

**Long term planning** – This broadly outlines themes and topics to be covered over the year.

**Medium term planning –** This plans for each theme or topic from the long term plan in greater detail and lasts for a half term. This is linked to areas of the EYFS and highlights activities to be delivered in order to take the children’s learning forward.

**Short term plans –** These are weekly activities which are planned in line with the EYFS objectives in order to develop the children’s knowledge and understanding across the curriculum. These plans reflect the topic/theme for the half term and account for the needs of all children. Activities are adapted/developed by all staff to meet the needs of individual children for example SEN or Gifted and Talented. All Short term planning is evaluated in order to assess and improve future implementation of activities.

Monitoring of planning

Planning is reviewed at regular intervals during staff meetings. Observations of activities delivered are carried out by room leaders on a regular basis. These observations are conducted to identify good practice and highlight any areas for development.

Observations

Observations of individual children take place on a regular basis throughout a child’s time in the setting. Each child’s Key Person is responsible for undertaking observations which are honest, fair and written in a positive manner. These observations are added to a child’s profile and form part of their formative assessment record. If a child shows a particular interest or flair when taking part in an activity but the Key Person is unable to observe, another adult can make an observation and pass this to the child’s Key Person to add to the child’s record.

Profiles

Each child within our setting has their own profile which is updated by the child’s Key Person. Parents have access to their child’s profile at all times and are actively encouraged to view it and add information from home creating a clear and accurate picture of the child. Profiles include:

* Information for parents/carers explaining the profile and the EYFS.
* A section for parents/carers to add information from home.
* A section for any entry assessments e.g. how the child settles etc.
* Transitions made by the child when starting/moving rooms.
* A section for observations to be entered in a diary format.
* A section to keep a record of the areas of the EYFS in which the child has been observed.

Monitoring, observations and profiles

Observations and profiles are moderated on a term time basis to ensure all children’s profiles are up to date and observations are written in line with policy (i.e. honest, fair and written in a positive manner). Staff are also encouraged to use reflective practice when planning the next steps for their key children. Each child’s Key Person is responsible for ensuring the record sheet of observations is kept up to date. This sheet is predominantly used to show where there may be gaps in observations of children’s learning.

Assessments

Each child’s profile forms the main body of evidence to inform future planning and summative tracking assessments. Children’s learning is assessed and tracked on entry to our setting and on a termly basis thereafter (September/ January and April). It is the responsibility of the room leaders and the manager to ensure this data is up to date. Tracking data focuses on the children’s achievement across all areas of the EYFS. Parents and/or carers should be kept up-to-date with their child’s progress and development. Practitioners should also address any learning and development needs in partnership with parents and/or carers and any relevant professionals.

Progress Check at Age Two

When a child is between the ages of two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child’s development in the prime areas. This progress check must identify the child’s strengths, along with any areas where the child’s progress is less than expected. If there are any significant concerns or an identified special educational need or disability, a targeted plan should be developed by the practitioner to support the child’s future learning and development this should involve the parents and/or carers and other professionals as appropriate.

Beyond the prime areas, it is for practitioners to decide what the written summary should include in regards to the development level and needs of the individual child. This summary should highlight: areas in which a child is progressing well, areas in which some additional support may be needed and focus particularly on any areas where there is a concern that a child may have a development delay. It must include a description of the activities and strategies the provider intends to use to address any issues or concerns. Practitioners must discuss with parents and/or carers how the summary of development can be used to support learning at home.

If a child moves setting between the ages of two and three the progress check is expected to be undertaken by the setting where the child has spent the most time.

Practitioners should encourage parents and/ or carers to share information from this progress check with other relevant professional which may include their health visitor and staff at any new provision they may attend. Practitioners must agree with parents and/or carers when will be the most useful time to provide a summary. Where possible the progress check and the Healthy Child Programme health and development review at age two should inform each other and support integrated working. This idea allows health and education professionals to identify strengths as well as any developmental delay which means they can then provide support from which they think the child and family will benefit. Providers must have the consent of parents and/or carers to share information directly with other relevant professionals.

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# Free Choice and Independent Learning Policy:

During the session, there are a variety of activities on offer for the children to play with. These activities cover all areas of the Early Years Foundation Stage (EYFS). The children choose which activities and equipment that is stored in child height drawers; these enable the children to expand on their play or choose a new activity. Resources which are stored in boxes are clearly labelled with written text and a photograph so the contents are easily identifiable.

Each room offers a range of spaces which can be used by children to access a wide variety of activities and resources at any one time. Children are able to move freely from one space to another. Wherever possible children have access to both indoor and outdoor play simultaneously.

Play opportunities are freely chosen by children and can either be child initiated and/or supported by an adult. The adult’s role is to facilitate children’s play experiences and extend opportunities by offering more resources or ideas when the child is ready to accept them.

Inclusion

Each room has been developed with access and inclusion in mind.

* The baby/tweenie room has low level furniture so young babies can access resources as they wish.
* The 2-3 room and 3-4 room have wide spaces between areas to enable wheelchair access.
* Sand and water trays are either height adjustable or hour glass shaped to ensure children using wheelchairs and standing frames can access them easily.

Self Esteem

We offer an environment which promotes children’s independence and celebrates individual achievement. We praise children using verbal comments, stickers and through daily discussions with parents. This is done on an individual basis and respects each individual child’s progress.

Managing Risk

Children are encouraged to take responsibility for their own safety and the safety of others through daily conversations between staff and children. Staff also model appropriate behaviour at all times when caring for children. The safety of the children, however remains the responsibility of the staff team.

We recognise that children need access to a certain level of risk in order to learn and develop new skills. Each child’s key person is aware of the development level of each child and will use this information to balance the level of risk a child has access to. Children are shown the correct way to use equipment and are supervised if an activity is deemed to be a potential risk to children. An example of this is children using scissors. A key person will identify when a child is ready and has the fine motor skills and level of understanding to learn how to use scissors. The key person would demonstrate safe use and handling of scissors and support the child in this activity whilst making observations and offer guidance if necessary.

Parents and Carers

Individual records of children’s learning experiences are recorded in the EYFS profiles. These profiles are available for parents and carers to view at any time.Photographs and displays of children’s activities are displayed throughout the nursery for parents and carers to enjoy.

Use of Displays

Displays play a vital role in our work. They have two main purposes **–** to support learning in the rooms, and to value children’s work and enhance self-esteem. Through our displays we are able to communicate our settings values and help develop respect for individuals and their work. Good displays create a stimulating environment from which children can learn by looking, touching and handling.

Displays should:

* Support learning
* Inform
* Excite and sustain interest
* Stimulate questions and discussion
* Give importance to the individuals work
* Reward special effort or achievement
* Stimulate further work.

# Listening to Children Policy:

At the Nursery we understand and respect the views of children and their right to make a positive contribution. Under the UN Convention on the Rights of a Child, Article 12 states that children who are capable of forming their own views have the right to express those views freely in matters affecting them.

The EYFS framework also emphasises the importance of listening to children under the Positive Relationships/Commitment of Support Learning criteria. It states “*Warm trusting relationships with knowledgeable adults supports children’s learning more effectively than any amount of resources*.”

This framework places emphasis on communication both with children and their parents/carers in order to fully support their learning and development.

Our role is to encourage children to express their views by providing different methods for them to do so:

* Observing children at play to discover what they like to do and respond appropriately to encourage and extend curiosity and learning.
* Offering choices and noting children’s selections.
* Talking in groups together.
* One to one conversations.

Our priorities are to:

* Build respectful and caring relationships with all children and families while focussing on learning and achievement.
* Identify and respond to any particular difficulties in children’s language development at an early stage.

By listening to children we can then:

* Support all children to communicate, even non-verbally using appropriate and individual communication systems or support children learning English as another language.
* Support children to communicate thoughts, ideas and feelings to build positive relationships with adults and peers at nursery.
* Model active listening whilst listening to children and show respect for what they have to say.
* Support children to take turns and listen to each other in all conversational opportunities.
* Respond appropriately to any allegation made by a child using LSCB and nursery policy and practice to do so.

The views of children are then used to improve service, plan activities and decide on new equipment.

# Special Educational Needs & Disability (SEND) Policy:

The nursery is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

The nursery believes that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child’s needs are unique, every attempt is made to include and provide for their needs.

The nursery is committed to working alongside parents in the provision for their child’s individual needs, to enable us to help the child to develop to their full potential. The nursery is committed to work with any child who has a specific need or disability to enable the child to make full use of the nursery’s facilities. All children with special needs have a right to a broad and well-balanced education. We aim to develop partnerships with parents/carers and will always consult them if we feel their child is having difficulties.

It is paramount to find out as much as possible about a child’s individual needs and the way they affect his/her educational, development or care needs by:

* liaising with the child’s parents
* liaising with any professional agencies
* reading any reports that have been prepared
* attending any review meetings with the local authority
* regularly monitoring observations on the child’s development
* maintaining confidentiality at all times

All children will be given a full settling in period when joining the nursery according to their needs.

Aims

* To recognise each child’s individual needs and ensure all staff are aware of and have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (September 2014), Special Educational Needs and Disability Regulations 2014, and Children and Families Act 2014 in identification and assessment of any needs not being met by the universal service provided by the nursery.
* To include all children in our provision.
* To provide practitioners to help support parents and children with learning difficulties and/or disabilities.
* To develop and maintain a core team of staff who are experienced in the care of children with additional needs and employ a special needs co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs.
* Staff will be provided with specific training relating to SEN/Disability and the SEND Code of Practice.
* To identify the specific needs of children with learning difficulties and/or disabilities and meet those needs through a range of strategies.
* To work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education authorities and seek advice, support and training where required.
* To monitor and review our practice and provision and, if necessary, make adjustments and seek specialist equipment and services.
* To ensure that all children are treated as equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities.
* To promote positive images and role models during play experiences of those with additional needs wherever possible.
* To celebrate diversity in all aspects of play and learning.

**Our nursery Special Education Needs Co-ordinator (SENCO) are** Sharon Harrison and Jenny Moore. They work closely with staff to ensure systems are in place to plan, implement, monitor and review the special needs policy of the nursery, always sharing plans and records with parents.

Methods

* designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents
* provide a statement showing how we provide for children with learning difficulties and/or disabilities
* ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of the nursery
* ensure that our inclusive admissions practice includes equality of access and opportunity
* ensure that our physical environment is as far as possible suitable for children with disabilities
* work closely with parents of children with learning difficulties and/or disabilities to create and maintain a positive partnership
* ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education
* provide parents with information on sources of independent advice and support
* Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next care setting and meet with them to discuss the child’s needs to ensure continuity of care and information exchange
* use the graduated approach for identifying, assessing and responding to children's special educational needs
* provide a broad and balanced curriculum for all children with learning difficulties and/or disabilities
* provide differentiated activities to meet individual needs and abilities
* make referrals where necessary to Early Help Team after having discussed our concerns with the parents
* use the system of planning, implementing, monitoring, evaluating and reviewing Individual Plans and Education, Health & Care plans (EHC’s) for children with learning difficulties and/or disabilities provided by Early Help Team at Stockton Borough council
* review EHC’s regularly each term and hold review meetings with parents at this time
* ensure that children with learning difficulties and/or disabilities appropriately involved at all stages of the graduated approach, taking into account their levels of ability
* use a system for keeping records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities
* provide resources (human and financial) to implement our SEN/Disability policy
* ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided
* use an Early Help Assessment/CAF (common assessment framework) where needed
* provide in-service training for practitioners and volunteers
* raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
* Ensure the effectiveness of our SEN/Disability provision by collecting information from a range of sources e.g. Individual Plan reviews, staff and management meetings, parental and external agencies’ views, inspections and complaints. This information is collated, evaluated and reviewed annually
* provide a complaints procedure
* monitor and review our policy annually

Special Educational Needs & Disability Code of Practice (2014)

It is the duty of the nursery to carry out our statutory duties to identify, assess and make provision for children’s special educational needs. The Code of Practice recommends that our nursery should adopt a graduated approach to assessment.

Good practice of working together with parents, and the observation and monitoring of children’s individual progress, will identify any child with special educational needs. Our nursery has identified a member of staff as a SENCO who will work alongside parents to assess the child’s strengths and plan for future support. The SENCO will ensure that appropriate records are kept according to the Code of Practice.

Early Help Assessment / Common Assessment Framework (CAF)

At the Nursery we use the (EHA) or (CAF) as a key part of delivering integrated services around the needs of children. The EHA or CAF enables us to use a standardised approach to conduct an assessment of a child's additional needs and decide how those needs should be met. We complete a holistic assessment of a child's needs and strengths and involve parents and agencies as appropriate.

We then work together to agree what support is needed. The lead professional responsible will be assigned and the families will be fully informed at all stages. Parental involvement is essential to ensuring the welfare of the child.

SEN support in the early years

The nursery will follow the SEND Code of Practice 2014 in relation to Special Educational Needs support in the early years. See extract below:

*It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.*

*Where a setting identifies a child as having SEN they* ***must*** *work in partnership with parents to establish the support the child needs.*

*Where a setting makes special educational provision for a child with SEN they should inform the parents and a maintained nursery school* ***must*** *inform the parents. All settings should adopt a graduated approach with four stages of action: assess, plan, do and review.*

1. *Assess*

*In identifying a child as needing SEN support, the early years practitioner, working with the setting SENCO and the child’s parents, will have carried out an analysis of the child’s needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child’s progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents’ agreement.*

1. *Plan*

*Where it is decided to provide SEN support, and having formally notified the parents, the practitioner and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.*

*Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.*

1. *Do*

*The early year’s practitioner, usually the child’s key person, remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the practitioner in assessing the child’s response to the action taken, in problem solving and advising on the effective implementation of support.*

1. *Review*

*The effectiveness of the support and its impact on the child’s progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child’s parents and taking into account the child’s views. They should agree any changes to the outcomes and support for the child in light of the child’s progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.*

*This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.*

*The graduated approach should be led and co-ordinated by the setting SENCO working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources.*

*Where a child has an EHC plan, the local authority* ***must*** *review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.*

***Transition***

*SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process*

***Involving specialists***

*Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child’s area of need, practitioners should consider involving appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists should be taken with the child’s parents.*

***Requesting an Education, Health and Care needs assessment***

*Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment.*

***Record keeping***

*Practitioners* ***must*** *maintain a record of children under their care as required under the EYFS framework. Such records about their children* ***must*** *be available to parents and they* ***must*** *include how the setting supports children with SEN and disabilities.*

# Exceptional Needs Children Policy and Procedure:

Children with exceptional needs or abilities require the same things as all other children. They need care and attention and the chance to grow and develop in a stable, secure and affectionate environment, which is what we aim to achieve at the Nursery.

If it is felt that a child has an exceptional ability, then as with all other cases of special educational needs, the child will be observed to find out what or how their needs can be met. The child’s needs cannot be met or fully understood until observation indicates clearly what they are. Once observations have been carried out we can then decide what course of action is best to take.

All children including children with exceptional needs will have:

* Access to a broad, balanced and relevant play environment
* Stimulating and interesting activities
* New challenges in all areas of their development
* Appropriate provision (provision for a child with exceptional needs will match the nature of his/her needs)
* Professionals and parents working in partnership. Parents will be included and informed of any decisions or points of action to take regarding their child. Permission will be sought before any observations are carried out.

# English not First Language Policy and Procedure:

At the Nursery we aim to support children’s communication within the status of *prime area* as stated in the EYFS 2014 statutory framework. In the case of children whom English is not their first language, we focus on the needs of the child and try to provide as many opportunities for the child to hear and see their first language as well as English, during the session; this is achieved by the child’s key worker learning simple words and phrases from the child’s parents and dual-language books.

We respect that bilingual children have ideas and experiences, but cannot always express them in English. If the parents can speak English, we aim to gain as much information as we can about the child before they come into High Bank Nursery, so if they have done something very exciting over the weekend we are aware of what the child is trying to express.

Where available support is sought from an interpreter, this enables information to be relayed between the parents and the setting. If the parents’ first language is not English, bilingual colleagues can also be helpful when communicating with parents and children; the Nursery environment is enriched by taking on elements of different cultures through displays and physical and human resources.

When assessing children’s development, communication, language and literacy skills, practitioners must assess children’s skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child’s skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

# Staff:

### Personnel

The Nursery has personnel policies that are governed by the following:

* The best interests of the children, their welfare, safety, care and development.
* The requirements of the Early Years Foundation Stage and Ofsted’s Early Years Directorate England. The needs of the children including maintaining continuity of care.
* The nursery is responsible for obtaining a DBS for all those working directly with the children including the manager.
* Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children whether received before or during their employment at the setting.
* The staff have appropriate qualifications, training, skills and knowledge a clear understanding of their roles and responsibilities, the ability to communicate and record effectively. The person in charge and their deputy must have a level 3 qualification.
* Ensure at least 50% of the rest of the staff present at all times have an appropriate level 3 qualification.
* Ensure that practitioners do not work directly with children if taking medication that may impair their ability to carry out their role.
* Keep a record of suitable staff that can cover in emergencies, if for some reason this is not possible our emergency closure policy will be put into action.
* Any changes to the provider e.g. name, address or hours during which childcare is provided will be notified to Ofsted.
* 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 Employment Rights Act 1996 and all current legislation governing discrimination.
* When recruiting members of staff, the applicant should be made aware of the policies and procedures.
* Harassment of any member of staff that can be classed as sexual, racial, age, religious, homophobic or political belief related will not be acceptable. This includes unwanted verbal or physical advances.
* Where appropriate, elected members of the committee will receive induction training and support from senior members of staff, accompanied by a job description, an information leaflet on the role of trustees and a copy of the employee pack.
* Have regular meetings to review our programme, plan future activities and monitor children’s progress.
* For volunteers, a supervision plan will be implemented to include a short induction on Health and Safety, Emergency Evacuation, Safeguarding Children, Child Protection.

The nursery manager is responsible for ensuring all staff, including students are suitable to work with children. Checks are carried our via enhanced DBS clearance checks. Where possible staff will have the checks completed prior to starting employment. However if there are delays in checks coming through as a last resort staff may work in the nursery before these checks are completed as long as they are supervised by registered staff at all times.

All nursery staff will be informed of staff awaiting enhanced DBS clearances:

Staff awaiting these checks will never:

* Be left unsupervised whilst caring for children
* Take children for toilet visits unless supervised by registered staff
* Change nappies
* Be left alone in a room or outside with children
* Administer medication
* Administer first aid
* Take photographs of any children
* Look at a child’s learning and development log
* Have access to children’s personal details and records

Whilst ensuring all the above are adhered to, we still recognise that it is vital that the staff member awaiting an enhanced disclosure is made to feel part of the team and participate fully in every other aspect of the nursery day.

We recognise that the enhanced DBS disclosure is only part of a suitability decision and nursery management will ensure each individual working with a child goes through a vigorous recruitment and induction procedure (as laid out in the safe recruitment policy). We will also ensure they receive continuous support, training and supervision from management in order to provide a safe, secure and healthy environment for all children in the nursery.

Students are welcomed into our setting as more than just an extra pair of hands, to safeguard everyone concerned we accept students. They must have written confirmation from their course provider that they are a student and need a placement. All students will receive an interview to ensure they are suitable for the nursery, an induction process to ensure they fully understand and are able to implement the nursery procedures, working practices and values. This includes Health and Safety, Emergency Evacuation, Safeguarding Children, Child Protection, Discipline, Confidentiality and Equality. Students will have access to a copy of all policies. All students will be fully supervised to ensure they receive the appropriate support, training and information they may require. They will not be allowed unsupervised access to children. They will not make the number of adults present too great for the safety and benefit of children’s learning.

### Recruitment and Selection Policy:

The process of recruitment and selection must be fair, systematic, efficient and effective, ensuring equality of opportunity. Employees must be recruited in accordance with relevant statutory obligations.

Our approach will be to ensure that the Nursery effectively employs people with the right skills and at the right time, however being a childcare provider the employee **MUST ENJOY BEING WITH CHILDREN;** working with children must be a passion and this must be shown during the induction process.

Criteria

The criteria for selection should be based on relevant knowledge, skills, attitudes and physical ability to do the job as described in an up-to-date job description and person specification.

Authority for recruitment

All positions must have the Owner/Proprietor’s approval.

Record keeping and management

A record of the full process of recruitment and selection should always be made and maintained meticulously. It is the responsibility of the recruiting managers to ensure that records are kept; this includes notes of meetings, emails, telephone calls, copies of correspondence etc. These should include the names of those involved, dates, action taken and follow-up. All sensitive information should be treated confidentially and meet the requirements of the Data Protection Act 1998.

Children’s progress records must be easily accessible and available with prior agreement from Ofsted these may be kept securely off the premises.

Confidentiality

Throughout any proceedings, the Nursery will seek to ensure that confidentiality is maintained. However, we may disclose information where necessary for the discharge of duties/as required by law.

We use the parents provided e-mail addresses for nursery related communication and for administration purposes only. The e-mails' contents are used for internal training and service improvement where/when applicable and when confidentiality is not specifically requested. However, e-mail addresses and/or contents are not passed or/and published on to third parties or used for marketing purposes, unless there is a written consent from the sender.

Disclosure and Barring Service (DBS)

The successful appointee will be subject to DBS enhanced checks for regulated activity. Within the policy of safeguarding and safer recruiting, all advertisements are to state the following line of text: **“The successful applicant will be subject to DBS enhanced checks for regulated activity”**.

Recruitment of Ex-offenders

As an organisation using the Disclosure and Barring Service (DBS) Disclosure service to assess applicants’ suitability for positions of trust, the Nursery complies fully with the DBS Code of Practice and undertakes to treat all applicants fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of a conviction or other information revealed.

The Nursery is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background. We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.

A Disclosure is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a Disclosure is required, all application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.

Where a Disclosure is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent under separate, confidential cover, to a designated person with the Nursery and we guarantee that this information will only be seen by those who need to see it as part of the recruitment process.

As an organisation which works with children, the Nursery are entitled to ask about both spent and unspent convictions, unless the nature of the position means that an applicant would not be required to be subject to a DBS check.

We ensure that all those in the Nursery who are involved in the recruitment process have undertaken Safer Recruitment training to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act, and that adequate periods of time are allocated to the recruitment process from advertisement (with safer recruitment terminology included) to taking up the job role.

At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

We make every subject of a DBS Disclosure aware of the existence of the DBS Code of Practice and make a copy available on request. We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment. **Having a criminal record will not necessarily bar you from working with us.** This will depend on the nature of the position and the circumstances and background of your offences.

Permission to work in the United Kingdom

The Nursery observes the legal obligations when employing non-European Economic Area (EEA) nationals.

The Asylum and Immigration Act 1996 makes it a criminal offence for an employer to employ those who do not have permission to live or to work in the United Kingdom. As a result, in all advertisements the following line of text must be used: **“Applicant must be eligible to work in the UK in order to apply for this role”.**

Recruitment monitoring

In order that the effectiveness of our recruitment policy can be monitored, job applicants are asked to provide information for monitoring purposes. The information will not be used as selection criteria but it will provide information needed for monitoring our Equality commitment.

Recruitment process

**Stage 1: Recruitment need identified:**

The following information is required before starting the process:

* Job description (JD)

Before recruiting for a new or existing position, it is important to invest time in gathering information about the nature of the job. This means thinking not only about the content such as the tasks of the position, but also the purpose, the outputs required by the job holder and how it fits into the organisation’s structure.

* Person specification (PS)

It is also important to consider the skills and personal attributes needed to perform the role effectively. A person specification states the essential and desirable criteria for selection. This is based on a set of competencies identified as necessary for the performance of the job. The person specification should be used to inform the criteria you use to short-list applicants.

In general, specifications should include details of:

* Skills, aptitude, knowledge and experience;
* Qualifications – which should be only those necessary to do the job;
* Personal qualities relevant to the job, such as ability to work as part of a team.
* Drafting job advert (JA)

Adverts should be clear and indicate:

* the outline requirements of the job;
* the essential and the desirable criteria for job applicant’s salary range;
* the job tenure (for example, contract length for a fixed term contract);
* the interview date;
* The closing date.

**Stage 2: Publishing the vacancy**

In general all vacant positions must be advertised internally and if necessary externally before they are filled. Where an existing employee shows interest, their application will be considered before more general recruitment action is taken.

If externally, the vacancy is prepared for publishing, approved and then published. Options are the newspapers or other forms of media.

**Stage 3: Selecting applicants for interview**

All applications will be considered by using the essential and desirable criteria contained in the person specification and by assessing **application forms** (not CVs) against these criteria.

Once a short list has been formulated, each candidate should be sent a copy of the job description for the role applied for.

**Stage 4: The interview**

When making and processing the final selection decision, these need to be based solely on the criteria previously defined in the person specification. A brief written assessment of each candidate should be produced and kept with other papers relating to the selection process for at least six months from the date of the appointment. Refer to Emplaw Solutions interview guidance notes and interview rating form, which may found in the appendix.

**Stage 5: Interview outcome and making an offer**

The manager will inform the successful candidate orally and will follow up the offer in writing once the individual has orally accepted, even if a start date has not yet been agreed. The unsuccessful candidates are informed subsequently in writing.

Following oral confirmation of the preferred candidate’s acceptance an offer of employment including the formal contract of employment will be sent out. Various employment checks will be necessary depending on the position and these may include:

* Employment references
* Qualifications check
* Disclosure & Barring Service Check
* Permission to work in the UK document check and/or approval from the UK Border Agency if required

### Suitability of Staff

At the Nursery we are committed to ensuring that all staff, including students are suitable to work with children. We have systems in place to ensure all staff are suitable to work with or be in regular contact with children. This includes making a decision about suitability as part of the recruitment process and monitoring continued suitability as part of regular staff or student supervision.

The nursery manager is responsible for ensuring that all staff and students have an enhanced check with the Disclosure and Barring Service (DBS), and that the results of such check are assessed as part of a decision on suitability. Where possible staff will have the checks completed prior to starting employment. However if there are delays in checks coming through, as a last resort staff may work in the nursery before these checks are completed as long as they are supervised by staff who already hold an enhanced check at all times and the check has been applied for.

All nursery staff will be informed of any staff awaiting enhanced DBS clearance:

Staff awaiting these checks will never:

* Be left unsupervised whilst caring for children
* Take children for toilet visits unless supervised by staff holding an enhanced check
* Change nappies
* Be left alone in a room or outside with children
* Administer medication
* Administer first aid
* Take photographs of any children
* Contribute to but not be involved in looking at a child’s learning and development log
* Have access to children’s personal details and records.

While adhering to the above list, we recognise that it is vital that the staff member awaiting an enhanced disclosure is made to feel part of the team and we support then in participating fully in every other aspect of the nursery day.

We recognise that the enhanced DBS disclosure is only one part of a suitability decision and nursery management will ensure every individual working with a child goes through a vigorous recruitment and induction procedure (as laid out in the safe recruitment policy). We will also ensure they receive continuous support, training and supervision from management in order to provide a safe, secure and healthy environment for all children in the nursery. We act on any information that comes to our attention that suggests someone may no longer be suitable for their role.

All students will also receive an interview to ensure they are suitable for the nursery and an induction process to ensure they fully understand and are able to implement the nursery procedures, working practices and values. All students will be fully supervised to ensure they receive the appropriate support, training and information they may require.

### Induction Procedure

Staff will undertake an induction upon starting employment to ensure that an ethos of openness and being welcoming is practiced by all staff for parents and children using the nursery and linked sites.

During the process all relevant forms concerning employment will be completed and the following will be outlined:

* The job expectations;
* Details of job role and responsibilities;
* Standards expected in the nursery;
* The Nursery’s policies and procedures;
* The nursery’s routine and standards and ensure the employee’s understanding in order to be able to apply, use and follow them.

(Refer to the induction form found in the appendix)

Induction procedures include:

* New employees will be informed of the health and safety and emergency evacuation procedures aswell as fire exit locations in their induction. Inductions will be carried out by the Manager/Deputy Manager.
* If there is a change to current procedures, these changes will be addressed in the monthly staff meeting and the monthly staff meeting.
* A copy of the main Polices are kept in the reception area and a selection in each of the rooms. These are refreshed by the Manager as necessary and all staff in the Nursery are required to sign these policies to show they have read and understood them.
* New Policies are circulated throughout the rooms before being added to the Policy file, displayed in the entrance of the nursery.
* All new members of staff are employed on a temporary 3 month contract. At the end of the probationary period the Manager will conduct a supervision and, if successful, offer a full time contract. Staff must be familiar with the policies before obtaining a permanent contract and will sign to say they have read and understood them.
* New Employees will be supplied with a name badge. This must be worn at all times during working hours.

### Continued Personal Professional Development Policy - CPD

The Nursery is an equal opportunities employer. We recognise that our employees are part of a team that makes the provision a nursery of care, development and learning for the children in our care.

We further recognise that our employees have talents, skills and experience beyond those immediately required of their job descriptions. We believe in developing the skills of our employees, both their professional skills and their specialist skills, particularly where they are of benefit to the organisation.

With this commitment, we ask employees to work with us on a programme of continued professional and personal development (CPD); this is also to be understood as flexibility of time and of learning. CPD is not based in explicit training only, it is more than that. It to be implicitly understood under the willingness and commitment that oneself makes towards improvement, personal and professional growth, in that the employee understands its value to the community, to the workplace and ultimately to oneself.

A consistent and motivated CPD attitude is paramount to foster High Bank Nursery aims and objectives and, ultimately, its vision. A positive attitude to CPD is instrumental for sustainability of growth and quality of childcare provision. In line with this understanding, the programme, being broader than this, includes:

* Assess every member of staff at least once every year and set out their own personal development plan (PDP) as part of High Bank Nursery performance assessment activity.
* Encourage staff to pass on their knowledge to those less experienced.
* Hold regular staff supervision meetings.
* Encourage, where practical, staff to attend external training courses.
* Develop a training analysis addressing both qualifications and continuous professional development needs of each staff member and the nursery as a whole.

Within this commitment and when requested under a reasonable amount of time and frequency, the employee must attend compulsory (e.g. legislative nature requirements) training sessions and should attend non-compulsory training workshops (e.g. CPD nature) organised by the Nursery. Failure to attend a booked course will result in the full amount of the particular course being deducted from the staff member’s wage.

### Supervision/Appraisal policy

Aims

* To assist all employees in performing their jobs to the best of their abilities, maximising their levels of job satisfaction and their contributions to the Nursery’s objectives.
* To identify individual employee’s training and development needs required to meet the Nursery’s goals.
* To highlight the potential of each individual employee to develop within their current position, or into another.
* To ensure that employees are aware of the contribution they make to the achievement of the objectives of the Nursery.

Procedure

Each employee will be appraised regularly, and an exchange of views will take place between supervisors and practitioners. The Action Plan is intended to be a fair representation of the discussion, and is referred to as a working document throughout the year.

Personal appraisal documentation must be stored in the individual employee’s personnel file, and subject to the normal security and privacy measures applying to that file.

**Supervisions** are backward looking; the assumption is made that the employer has competently appointed the person being supervised, and they have the skills to do their job. Therefore the supervision interview is about how well, or otherwise, the person has used their skills in achieving the standards required, and identifying where they need to lift their performance and use the skills they have.

Supervision is clearly identified as a line employee exerting their authority and responsibility to maintain their subordinate’s standards of performance. While supervision is primarily intended to identify performance shortcomings, this should be used as an opportunity to discuss support requirements needed to improve performance. Supervision should also be used to provide positive feedback where performance is adequate or exceeding the required standard.

**Appraisals** are forward looking; they are about stating what the business objectives are for the next year, as set out in the Business Plan, and identifying and clarifying the appraiser’s part in achieving those objectives.

Following on from that, the discussion focuses around what new skills, capabilities or resources the appraise needs in order to meet the personal objectives which have just been agreed. If reference is made to past performance, it is only done when it is required to identify the current level of the appraisee’s performance. This would be done in order to decide what development is required to move to the level of performance required by the new objectives.

Appraisals are more collaborative than supervisions, the intention being for the appraiser and appraise to co-operate on deciding how they are jointly to achieve the future objectives of their mutual employer.

Appraisal interviews will take place on an annual basis during a two month period which is announced well in advance. They should be carried out by the appraiser’s immediate line employee on a one-to-one basis.

Training or coaching will be provided to all appraisers prior to conducting their first appraisal interview. New employees will be appraised in their sixth month of employment, and thereafter on an annual basis that coincides with the overall schedule.

Prior to appraisal, appraisers should inform the appraisee that their interview is due, and give them the appraisal preparation form together with the current Job Description and (if any) task list. The appraisee should be shown the appraisal form to ensure that they are aware of the types of questions they will be asked and can prepare for them. The appraiser will gather appropriate information relevant to the performance review, such as:

* Supervision records
* Line manager’s, or other manager’s opinions
* Training records
* Discreet enquiries to co-workers.

By “discreet” is meant that such information gathering must be carried out in a manner which does not undermine the authority or dignity of the person being appraised, and does not give rise to a general discussion of their merits and demerits.

All employees will be appraised in order to ensure that the communication of corporate objectives is made more effectively.

The appraisal interview should take place in private, in comfortable surroundings with no distractions, not overlooked by other people, and arrangements made to have no interruptions.

As the appraisal proceeds, any matters requiring action must be listed on the Action Plan located at the end of this pack, noting all agreed actions, together with agreed resources and target dates.

Appraisal forms will be completed by the appraiser shortly after the interview takes place, with a short follow-up meeting to review, agree and sign the form. A copy of the completed appraisal form should be given to the appraisee.

The completed appraisal form and Action Plan must be viewed as working documents and as such be continually referred to and reviewed throughout the year. Any items on the Action Plan requiring the actions of others, or for others to be informed, should be added to the appropriate individual’s or the general Action Plan.

Progress against the Action Plan should be reviewed by the appraisee and their line manager at each performance review meeting.

### Staff Qualifications, Training, Support and Skills

The daily experience of children in early year’s settings and the overall quality of provision depends on all staff having appropriate qualifications, training, skills and knowledge and that they have a clear understanding of their roles and responsibilities. We make sure that all of our staff receive induction training to help them understand their roles and responsibilities. Our induction training includes information about emergency evacuation procedures, safeguarding, child protection and our equality policy and health and safety issues. We will support staff to undertake appropriate training and professional development opportunities to make sure they offer quality learning and development experiences for children, and so that they are continually improving.

We will put appropriate arrangements in place for the supervision of staff that have contact with children and families. Our supervision will provide support, coaching and training for the member of staff. Supervision should foster a culture of mutual support, teamwork and continuous improvement which will encourage the confidential discussion of sensitive issues. Our supervision will provide opportunities to staff such as:

* 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

Our manager holds at least a full and relevant Level 3 qualification and at least half of all our other staff hold at least a relevant Level 2 qualification. Our manager has at least two years experience of working in an early years setting. Our deputy manager is fully capable and qualified to take charge in the manager’s absence.

At least one person with a current paediatric first aid certificate will be on the premises and available at all times when children are present, and will accompany children on any outing they may go on. Paediatric first aid training is relevant for workers caring for young children and where relevant babies. We take into account the number of children, staff and layout of the premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

The Nursery ensures that staff has sufficient understanding and use of English to ensure the well-being of children in their care. High Bank Nursery is in a position to keep records in English, to liaise with other agencies in English, to summon emergency help and to understand instructions such as those for the safety of medicines or food hygiene.

### Teamwork Policy

At the Nursery, we pride ourselves on having a close staff team and we encourage all staff to respect and value each other to establish a positive working environment.

Communication is of the highest importance - we communicate on a daily basis, in particular in regards to sharing information about the children. We also ask staff to share ideas and issues, both positive and negative at staff meetings. All issues are then discussed and we try to reach a conclusion together as a team by listening to each other and taking turns to give opinions.

All staff should support each other in their job role and responsibilities and jobs should be shared equally.

We operate a ‘*no blame*’ culture meaning we will never point blame or put anybody down for things that may go wrong. We aim to talk about these things and try to find a way to resolve them together.

Management hold monthly meetings in which we discuss a number of issues that may arise, these are then passed on and discussed with the staff.

We are serious about the commitment we make to our staff in providing an enjoyable, relaxed and productive working environment. Equally, we expect that our employees are serious about the commitment they make to the company and their colleagues. Teamwork is paramount and we take seriously any disruption to this established relationship; misleading and ill-interpreted conversations are not at all accepted.

Children are at the heart of what we do and we strongly believe that a healthy environment is maintained by putting effort into a positive attitude to peer interaction.

Each member of staff is highly valued and each plays an important role in providing a safe and happy environment for the children to play and learn.

### Staff Arrival & Departure

All staff are aware that they must use the front entrance when entering and leaving the building. We use a signing in and out form located in the office. If staff leave the premises on lunch they are required to write their name and time of departure on the form in the office. Staff sign in when they re-enter the Nursery. All staff times are recorded on registers daily. We also have an area for staff to take breaks away from areas being used by children, if they do not wish to leave the premises.

### Staff working with their own Children

As a nursery we understand the stresses of returning to work after having a baby or working in the same environment as your child or a close relation. We wish to support smooth transitions for both you and the child, therefore we request the member of staff meet with the nursery manager and room leader where appropriate to discuss the needs of all parties.

We believe our staff should remain neutral and treat all children with the same concern; therefore it is not always appropriate for staff to care for their own children whilst working in the nursery. However we will accommodate all wishes of our staff and come to an agreement which suits us all.

* Where staff are positioned in the same room as their child or close relation an agreed set of guidelines will be adopted by both the nursery and the member of staff to set out the expectations of working with their child/close relation.
* Where this agreement is not working or is impacting on the care of the children in the room, the manager and member of staff will reassess the situation
* 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

Where the care of the children in the room is impacted upon because of the staff’s relationship with 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
* Staff will be required to adhere to guidelines about contact with their child during the nursery day. Although we do not want to restrict a parent seeing their child, we must consider the room routine and the upset a visit may cause the child when their parent leaves the room again. This will be agreed by the manager of staff, manager and the room leader in order to cause as little upset as possible to all children involved
* If there are staff shortages resulting in the movement of staff, the staff members will be placed in a different room to that of their child or close relation wherever possible
* Where a staff member’s baby requires breastfeeding, the nursery will adapt the above guidelines to suit both baby’s and mother’s needs. Cover will be provided during this time.

### Special Consideration for Employees

We recognise that certain employees such as young persons, new and expectant mothers and persons with a disability require special consideration under The Management of Health and Safety at Work Regulations 1992 and the Equality Act 2010. The Health and Safety Policy should have regard to such persons both at the commencement of employment and during the course of it. The following procedure is therefore set down to achieve this aim.

Procedure

Any employee requiring special consideration will be assessed by the manager and in conjunction with the individual on induction to the nursery or when their condition comes to light. The risk assessments relating to the occupation of such workers will be considered at these times and special measures such as training and supervision, arrangements, modifications and medical surveillance if necessary will be agreed with the worker.

Further assessments and reviews will be carried out at least annually, or if and when any changes to the special circumstances or environment occur.

### Staff Breaks

It is the responsibility of the nursery manager to ensure that all staff take a break for the time allocated in their Statement of Main Terms of Employment, but as a minimum 20 minutes where they are working six hours or more at a suitable time dependent on hours worked, ensuring that ratios are maintained.

Staff under 18 require a break of a minimum of 30 minutes in circumstances where they work 4.5 hours a day. All breaks should be taken away from an employee’s normal work area.

### Personal Hygiene

Staff must follow the personal hygiene code at all times, and encourage children to adopt the same good personal hygiene code themselves.

All hands must be washed before handling food, after using the toilet or toileting children, after playing outside and after contact with animals.

After noses have been wiped the tissue must be disposed of hygienically and hands should be washed or cleaned with anti bacterial gel provided in the rooms.

### Staff Absence & Leave:

Our policies relating to sickness absence, work related stress and other types of leave, including family-related leave rights can be found in the Employee Handbook.

It is our aim to make sure staff sickness levels are kept to a minimum, as it is important for the children to have consistency with staff. We do our utmost to prevent or reduce sickness or illness by:

* Having facilities and encouraging staff to wash hands regularly (soap/hand wash provided);
* Disposing of waste appropriately (i.e. hand towels);
* Personal protective equipment - i.e. gloves and aprons provided when changing children who have diarrhoea - or are extremely messy.

As well as these measures, we do daily, monthly and yearly risk assessments to ensure the work place is safe and secure for staff as well as children. We provide information about manual handling and follow safety procedures throughout the day such as putting out the wet floor sign when it has been mopped.

All staff upon successful appointment are asked to fill out a ‘health declaration – self-certification’ form before commencing work. This gives us an idea of any illness that may be reoccurring or any health problems that we should be aware of. We will not discriminate against anyone with health issues and we do our utmost to facilitate any health problems our staff may have.

When staff are off work due to sickness they are encouraged to rest and return to work at the earliest convenience. Support will be given once they have returned to work and a sickness record will be kept.

### Staff Immunisation

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.

Parents need to be aware that some children will not be vaccinated within the nursery. This may be due to their age, medical reasons or parental choice. Our nursery does not discriminate against children who have not received their immunisations and will not disclose individual details to other parents.

Information regarding immunisations will be recorded on children’s registration documents and should be updated as and when necessary, including when the child reaches the age for the appropriate immunisations.

Staff Vaccinations Policy

It is the responsibility of all staff to ensure they keep up-to-date with their vaccinations for:

* Tetanus
* Tuberculosis
* Rubella
* Hepatitis
* Polio

If a member of staff is unsure as to whether they are up to date, then we recommend that they visit their GP or practice nurse for their own good health.

Emergency Information

Emergency information must be kept for every child and should be updated every six months with regular reminders to parents in newsletters, at parents’ evenings and a reminder notice on the parent information board

### Mobile Phones & Other Personal Equipment Policy:

Mobile Phones

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 work hours.

To protect and safeguard the children and all staff in their professional role, mobile phones and other similar equipment are to be locked in personal lockers on arrival to nursery.

Mobile phones can be collected at lunch time and then returned after. They must only be used in areas away from the children on designated lunch breaks.

It is the responsibility of the staff member to safeguard themselves by ensuring their mobile phone(s) is locked away in the locker throughout the day (excluding lunch breaks). Management will not accept any liability if a safeguarding issue is raised regarding any use of a mobile phone.

Random checks on mobile phones will be carried out to ensure this policy is being adhered to. Any staff known or seen to be using a mobile phone will be disciplined.

Visitors should either to turn their mobile phones off or to store them in the office before viewing the Nursery. Whilst children are being collected or dropped off at the Nursery, phones must not be in use on our premises.

If staff need to contact a child’s parent or emergency contact, whilst on an outing, they will phone the nursery that will make the necessary arrangements.

Cameras

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

* Use only the child’s first name with an image
* Ensure that children are appropriately dressed
* Only take photos of children on the Nursery camera which is stored in the office; should its use be required then permission will be sought from the officer in charge. Cameras will be checked upon return to the office to ensure it has been used appropriately.
* Not email images taken on the setting’s camera, as it may not be secure.
* Ensure parents and carers are not permitted to take photographs of the children in the setting unless prior consent has been obtained by the manager for example for a special event, such as a parties and shows.
* Ensure that if photographs or videos of children are to be taken in the setting, the setting’s own equipment will be used.
* Ensure all cameras used are open to scrutiny.
* Download all photos/videos on to the the Nursery hardware and delete them after they are no longer required so it complies with Data Protection Act 1998 guidelines. Anyone wishing to view these will again have to seek permission.
* Only take photos for use within the Nursery for displays and children’s learning journals and we have prior written consent from parents to do this. We will not use the photographs for any other reason, such as newspaper articles, without seeking further consent.
* Under NO circumstances does anyone have the right to take photos of children on their personal mobile phones or cameras.

### Social Media Policy & Procedure:

The expansion of social media on the internet has transformed the ways in which we interact with each other and represent ourselves in fundamental ways.

However, it is important that employees are aware of the association with the Nursery in online social networks. Employees should ensure that their entire online content is consistent with Nursery policies and procedures and how you would wish to be perceived in your work environment. It is important that employees do not discuss their place of work, their work colleagues, managers, children or the children’s parents/ carers.

If employees are asked to write, comment on, or respond to any content on the behalf of the Nursery the employee should obtain written permission from their manager, clearly stating the business justification for this approach.

Any form of personalised social media that is found to reveal confidential business information, attacks or abuse towards colleagues or constitutes a conflict of interest, brings the nursery into disrepute, will be investigated and the responsible employee may be subject to disciplinary action, up to and including dismissal.

Acceptable Internet Policy

Use of the internet and email by identified employees of the Nursery is permitted and encouraged for business purposes and supporting the goals and objectives of the company.

The purpose of this policy is to outline the responsibilities of team members when using the internet or email they must ensure that they:

* Comply with current legislation
* Use the internet and email in an acceptable way
* Do not create unnecessary risk to the company by their misuse of the internet

The company does not allow access to social networking sites from its computers at any time.

The company respects a team members right to a private life. However, the company must also ensure that confidentiality and its reputation are protected as well as ensuring other team members are not exposed to any form of discrimination or bullying; it therefore requires team members using social networking sites (outside of working hours) to:

* Refrain from identifying themselves as working for the company
* Ensure that they do not conduct themselves in a way that is detrimental to the company; and take care not to allow their interaction of these websites to damage working relationships between team members
* Be aware that they could be subject to disciplinary action if it is felt by the company that behaviour displayed on social networking websites could form claims of discrimination or bullying

The following is considered unacceptable use or behaviour by employees:

* Visiting internet sites that contain obscene, hateful, pornographic or otherwise illegal material
* Distributing or storing images, text or materials that might be considered indecent, pornographic, obscene or illegal
* Using the internet to send offensive or harassing material to other users
* Broadcasting unsolicited personal views on social, political, religious or other non-business related matters
* Downloading commercial software or any copyrighted materials belonging to third parties, unless this download is covered or permitted under a commercial agreement or other such license
* Using a computer to commit any form of fraud or software, file or music piracy
* Publishing defamatory and/or knowingly false material about theNursery, your colleagues and/or our customers on social networking sites, ‘blogs’ and any online publishing format.
* Undertaking deliberate activities that waste staff effort or resources
* Use of company communications systems to set up personal businesses or send chain letters
* Inviting parents/carers or students to contact them via social media at anytime

The Nursery accepts that the use of the internet and email is a valuable business tool. However, misuse of this facility can have a negative impact on employee productivity and the reputation of the businesses

All of the company’s internet related resources are provided for business purposes. The company maintains the right to monitor the volume of internet and network use together with the internet sites visited. The specific content of any internet sites visited will not be monitored unless there is a suspicion of improper use.

Any unacceptable use of the internet or email could result in disciplinary action.

Safety procedures

* Manager to act as administrator on all computers within the setting
* One laptop used in the pre school room for interactive whiteboard
* Main office computer individual accounts with password access; only team leaders access to internet and email
* Clerical support access to individual account and personal email, monitored access
* All computers will be checked each term (history check applied) to ensure the team is following the required policy and procedures

### Smoking

The management of the Nursery are very conscious of the unproven, but generally accepted, theory in respect of the potential damage to health from smoking.

Passive smoking has been medically proven to be one cause of lung cancer and heart disease in non-smokers as well as many other illnesses and minor conditions.

Section 2 (2e) of the Health and Safety at Work Act 1974 places a duty on employers to provide a working environment for employees that is: “so far as is reasonably practical, safe, without risk to health and adequate as regards to facilities and arrangements for welfare at work”.

Under the Health and Safety at Work Act, employees have duties to take reasonable care for the health and safety of themselves and others and co-operate with the employer as far as necessary to enable the employer to comply with the requirements of the Health and Safety at Work Act.

We have therefore instigated a NO SMOKING policy throughout our establishment. Smoking is not permitted in any part of the premises, entrances or grounds at any time, by any person regardless of their status or business with the company. This applies even when the children are not on the premises. Employees wishing to smoke during official break times must ensure that their uniform is covered and that their hands are washed thoroughly before re – entering the rooms. This is to prevent children being exposed to second hand smoke and chemicals present on clothing and fingers. This includes the use of e-cigarettes or other similar alternatives to smoking; these are also prohibited.

The management of health and safety at work

This smoking policy seeks to guarantee all employees the right to work in air free of tobacco smoke. All premises were designated smoke free on the 1st July 2007 and adequate signage was displayed to inform employees and visitors of the smoke-free status of the buildings.

Vehicles & Common areas

The policy of non smoking applies throughout the nursery grounds and to the car park also. Smoking is not permitted in company vehicles.

Visitors and temporary staff

Visitors and temporary staff are expected to abide by the terms of this policy. Staff members are expected to inform customers or visitors of the no-smoking policy. However they are not expected to enter into any confrontation, which may put their personal safety at risk.

Help for those who smoke

This policy recognises that passive smoking adversely affects the health of all employees. It is not concerned with whether anyone smokes, but where they smoke and the effects this has on non-smoking colleagues. However, it is recognised that the smoking policy will impact on smokers’ working lives. In an effort to help individuals adjust to this change, help and support will be provided when needed.

Staff in breach of this policy may be subject to disciplinary procedures.

### Alcohol

The bringing of alcohol onto the premises, without the prior written permission of the owner, is strictly forbidden. We would ask that if you have purchased alcohol, maybe at the supermarket, you leave it in your car, or, give it to someone for safe keeping prior to entering the premises. If it is not possible, please inform the Nursery Manager or deputy on arrival that you have alcohol and they will make arrangements for its safe keeping until you depart.

The consumption of alcohol is not permitted in the nursery premises or on the area surrounding the nursery building. The management has the right to offer alcohol at certain social functions providing that an appropriate license is sought beforehand.

Anyone found to be under the influence of alcohol within the nursery will be asked to leave the nursery immediately. This will only be done if deemed safe to do so. If it unsafe to do so the police will be contacted for assistance.

### Drugs

Providing that medication is prescribed, or has been obtained over the counter from the pharmacy or similar establishment, in a sealed package or container and the medication is retained on your person, or in a handbag or similar whilst you are visiting the Nursery purely to pick up or drop off a child, then we would all accept that the risks involved are low and acceptable. However, on all other occasions, where you are staying on the premises for any period of time, then you must inform the Nursery Manager or deputy of the drugs you are carrying. You can then jointly agree any precautionary measures that need to be taken to ensure the safety of the children. Should you be taking medication which you are aware could have an adverse effect then you must inform the manager on arrival.

It is strictly forbidden to bring non–prescription drugs onto the premises. The use of illicit drugs and solvents is not permitted on the premises or in the area surrounding the building.

Any drugs found in the nursery will be stored in the office and the police will be informed. Any drug taking paraphernalia will be collected using a dust pan and brush which is swept away from the body and transferred into a metal or thick plastic container. The person doing the removal must wear heavy duty gloves and keep at arms length at all times. The local council will then be contacted where a collection time will be arranged.

Every parent/carer who arrives at the nursery is visually vetted by staff members to check they are suitable to collect the child. If a member of staff has concerns about the parent/carers ability to care for the child i.e. if they are heavily under the influence of alcohol, drugs or both; their concerns will be raised with the duty manager before the child leaves the building. Where safe to do so this issue will be raised with the parent/carer and an alternative adult will be sought from the child’s registration form to come and collect the child. In the event of a parent/carer becoming aggressive we will follow our zero tolerance policy and contact the police for support.

If staff suspect that a parent/carer has been in contact with alcohol but is deemed capable of caring for their child, this will be reported to the management team who will take the matter further. All incidents of this manner will be recorded and monitored and dealt with on an individual family basis.

In the event of a staff member arriving at the nursery under the influence of drugs or alcohol they will be sent home immediately and we will follow the procedures set out in the discipline and grievance policy outlined in employment contracts.

### Right to Search

This policy will define the company philosophy regarding the rights of nursery management to search persons and personal property during duty hour:

* Management of the nursery reserves the right to take all reasonable precautions to safeguard the resources of the nursery at all times. This can include the right to institute a random search of an employee’s identity, person and property at any time while that person is on duty and on the nursery premises. This may include the employee’s vehicle
* That nursery management reserves the right to institute random searches and this is explained to each employee at the Induction Training Stage.
* The reasons for random searches are also explained to each employee. It is emphasised that requesting an employee to undergo a search does not necessarily imply suspicion, nor is it an accusation of guilt
* Any employee reserves the right to refuse to be searched.
* The employee who has been requested to be searched has the right to have a third party present during the time of the search, and any subsequent investigative questioning is taking place.
* The mechanics of a search will involve requesting that the employee removes the contents of their pockets, bags and briefcases. For vehicles this may involve a search of the boot, glove compartment and under the seats
* The nursery management reserves the right to call the police at any stage of the search

### Capability, Disciplinary & Grievance Procedures:

These procedures can be found within the Employee Handbook. They are not contractual however.

### Whistle Blowing Policy:

Whistle blowing is when a member of staff chooses to raise concerns about misconduct within the nursery or give information about illegal or underhand practices, either to their employer or outside agency.

Our aims:

* Encourage staff to feel confident in raising serious concerns and to question and act upon concerns about practice.
* Provide avenues for the staff to raise those concerns and that you are aware of how to pursue them if you are not satisfied.
* The nursery manager(s) will reassure that you will be protected from possible reprisals or victimisation if you have made your disclosure in reasonable belief.
* There are existing procedures in place to enable staff to raise a grievance relating to their employment and procedures.
* All reports will be investigated and dealt with in confidence, including only those staff on a ‘need to know’ basis.

Safeguards:

* The nursery manager makes it clear that staff can speak without fear of harassment, victimisation or discrimination.
* It is recognised that the decision to report a concern can be a difficult one to make. If what you are saying is true, you should have nothing to fear because you will be doing your duty to your employer and those for whom you are providing a service.
* Any investigation into allegations of potential malpractice will not influence or be influenced by any disciplinary or other procedures that already affect the member of staff.

Whistle blowing is particularly important within the nursery because it is very important that staff would feel confident to raise concerns about child protection issues, without fear of it damaging their role in the nursery.

Who does this policy apply to?

This policy applies to all employees of the Nursery. This includes students and volunteers, who should be made aware of how to raise their concerns appropriately through the use of this policy. The Nursery actively seeks an honest and open relationship with parents and carers and as such, they are additionally encouraged to express any concerns they may have around practice.

What should be reported?

It is important to consider that this list is not final, and that there are many other reasons as to why you may raise a potential concern. These could include:

* Actions which cause or could cause significant harm to a child or vulnerable person
* Employees failing to meet their contracted roles and responsibilities
* Malpractice or mistreatment in dealing with any party within the nursery, which may lead to endangering health and safety expectations
* A criminal offence which is actual or potential
* Failure to adhere to any legal obligations
* Misuse of money within the nursery
* Abuse of power or position
* Actions which cause damage to the environment
* Actions intended to conceal any of the above

Who to speak to?

It is important to carefully consider the best member of staff to raise your concern with. The person who you speak to, will depend on the nature of your concern. It should be a member of staff that is not involved with your concern. The first person you would speak to would be your line manager, however if the concern is around this person, you will need to look to a suitable or higher seniority.

How to raise a concern?

It is important that when raising a concern, you do so in a manner that is confidential. When you have decided who you will speak to, it will need to happen in an environment that is private to safeguard those involved.

As you raise your concern, you may find that the person you are discussing it with will record key points or ask another senior member of staff to. It is important that as you raise your concern, you are able to provide full details around the concern, such as name(s), date(s) and an accurate account of the issue.

Depending on the nature of concerns, they may have to be passed on or reported to:

* Manager
* Nursery Owners
* Ofsted

However, the number of people involved will be on a ‘need to know’ basis. All of this will then help management deal with, and investigate the concern.

It is acceptable for a staff member to raise their concern anonymously in writing by sending a letter to any of the people identified above. In order to protect all members of staff involved, certain safeguards are in place. Confidentiality will be maintained throughout raising the concern and then investigating the concern. This is to protect staff member’s identities, to ensure that there are no situations in which the staff member may become victimised or subject to harassment. It is therefore important that the person raising the concern discusses it only within meetings with senior members of staff. This is to protect them, but additionally the member(s) of staff they have concerns around. If confidentiality is not maintained this could result in disciplinary action being taken.

Investigation Process

The investigation of the concern may depend on the seriousness of the concern. Investigations reported within the setting, will be conducted within the setting, although information may be passed onto outside parties such as:

* Ofsted
* Police
* Social Care
* Stockton Safeguarding Children’s Board

Unfounded or malicious allegations

It is also important to note that no actions will be taken against any members of staff in which concerns which a found to be unfounded and untrue within an investigation. However, during an investigation, should any concerns raised by an employee be found to be malicious, disciplinary action may be taken against them.

Feedback to the employee making the concern

The Nursery values the importance of dealing with all concerns and actively investigates them with a view of always striving for the best possible practice. We accept the importance of ensuring that the person reporting the concern will need to know that the matter had been addressed and will within reason, ensure that they are consulted with regard to the matter. If an employee or other party raising a concern is not satisfied with the way that the situation has been dealt with they may wish to look for higher parties to consider the concern.

Whistle blowing using Ofsted Hotline:

To contact the hotline call:

0300 123 3155 (Monday to Friday from 08.00 to 18.00)

Email:whistleblowing@ofsted.gov.uk

Or write to WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD.

A charity called ‘Public Concern at Work’ give free and confidential advice and can help you decide whether and/or how to raise concerns at work. You can call Public Concern at Work on 0207 404 6609, email [helpline@pcaw.co.uk](mailto:helpline@pcaw.co.uk) or visit [www.pcaw.co.uk/law/uklegislation.htm](http://www.pcaw.co.uk/law/uklegislation.htm) for useful information about whistle blowing legislation.

All concerns of poor practice or concerns about a child’s welfare brought about by the behaviour of colleagues should be reported to the designated safeguarding person and/or manager. Complaints about the designated safeguarding person/manager should be reported to Ofsted.

All staff should be aware that the policy will apply where they reasonably believe that the information disclosed and any information contained in it is substantially true. If any disclosure is made in order to cause disruption within the setting or is made for personal gain, then such a disclosure may result in disciplinary action.

Procedure for making a whistle blowing complaint (protected disclosure)

A member of staff wanting to make a whistle blowing complaint should do so in writing clearly stating they are making a whistle blowing complaint. This clearly identifies the nature of the complaint and enables the setting to respond to the complaint within 48 hours.

# Staff Confirmation - Agreement to meet Terms:

By signing this document you are agreeing to meet the terms and conditions of these policies/procedures. It is a condition of your employment that you adhere to them, and any failure to do so may result in disciplinary action being taken.

|  |  |  |
| --- | --- | --- |
| **Name** | **Date** | **Signature** |
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# Appendix:

### Individual Healthcare Plan

### Useful Contact Numbers & Websites

### Rules for Visitors

### Appraisal Form

### Induction Form

### Interview Rating Form

### Interviewing Guidance Notes

### DBS Referral Form

### DBS Early Confirmation of Barring Form

### DBS Employer’s Guide to the Update Service

### 5 Stage Barring Procedures

### Ofsted Disqualification Declaration Form

### Ofsted Disqualification Waiver Form

**Individual Healthcare Plan:**

DATE …………………………………………………………………………

CHILD’S NAME ……………………………………………………………………….

ADDRESS ……………………………………………………………………………...

…………………………………………………………………………………………...

CONTACT DETAILS ………………………………………………………………….

To be inclusive we would like to make reasonable adjustments when considering the following:-

Religion requiring consideration: ………………………………………………………

…………………………………………………………………………………………..

Dietary requirements: …………………………………………………………………

…………………………………………………………………………………………..

Dietary allergies: ……………………………………………………………………….

…………………………………………………………………………………………..

Medical requirements: ………………………………………………………………...

…………………………………………………………………………………………..

Does your child require intimate care: ……………………………………………….

…………………………………………………………………………………………..

Medication required: ………………………………………………………………….

………………………………………………………………………………………….

Any other requirements: ……………………………………………………………...

………………………………………………………………………………………….

Signature of person with parental responsibility……………………………………

**Useful Contact Numbers & Websites:**

* Ofsted: 0300 123 1231
* Local Police: 01642 326326
* Local Safeguarding Children Board: 01642 527764
* Social Services Emergency Duty Team within the LSCB: 08702402994
* Disclosure & Barring Service Helpline: 01325 953795
* Whistle Blowing using Ofsted hotline: 0300 123 3155

Email: whistleblowing@ofsted.gov.uk

SLSCB www.stockton.gov.uk/children

www.ofsted.gov.uk

www.gov.uk/government/organisations/disclosure-and-barring-service

If you have reason to believe a child is in immediate risk of harm, contact the police on: 999

The relevant legislation, standards and guidance used as a framework for these policies and procedures are:

* The Childcare Act 2006
* Protection of Children Act 1999
* Freedom of Information Act 2000
* Data Protection Act 1984 and 1998
* Human Rights Act 1989
* United Nations Convention of the Rights of the Child
* Care Standards Act 2000
* Safeguarding Vulnerable Groups Act 2006
* The Equality Act 2010
* Children & Families Act 2014
* The Statutory Framework for the Early Years Foundation Stage 2014

**Rules for Visitors:**

By signing in to the visitor’s book you are agreeing to adhere to the following rules of our nursery:

1. All visitors are required to sign in on arrival;
2. Mobile phones must be switched off for the duration of your visit in order to protect the privacy of our children;
3. In case of fire, please leave the building via your nearest fire exit and head straight to our designated assembly points. Remain there until a member of staff has recorded your attendance;
4. If at any point during your visit, you have any concerns regarding the welfare of a child you must report this to the management immediately;
5. Should you sustain any injury whilst on the premises it must be recorded with the manager before you leave;
6. Whilst children are on the premises they are under the responsibility & care of our staff at all times;
7. All visitors must sign out before they leave the premises.

**Appraisal Form:**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Individual Objectives from the last period (SMART)** | **Comments** |
| (Specific, Measurable, Agreed, Realistic, Timebound) |  |
| Objectives agreed: Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_ |  |

**Responsibilities of your role: 1=poor 3=average 5=excellent**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Performance Standards** | | | Score 1- 5 | **Comments** | |
| **Day-to-day** | | | Score 1- 5 |  | |
|  | | Appropriate levels of attendance |  |  | |
|  | | Appropriate levels of punctuality |  |  | |
|  | | Adherence to the uniform policy |  |  | |
|  | | Adherence to the mobile phone policy |  |  | |
|  | | Adherence to the confidentiality policy |  |  | |
|  | | Attendance to staff meetings |  |  | |
| **Communication/Interpersonal Scope within the job role:** | | | Score 1- 5 | **Comments** | |
|  | | Demonstrate an appropriate standard of written and spoken English and numeracy |  |  | |
|  | | Demonstrate good working relations with team members, immediate team leader and management team |  |  | |
|  | | Demonstrate confidence and initiative in the job role |  |  | |
| **Working effectively within the team environment** | | | Score 1- 5 | **Comments** | |
|  | | Clear communication with the team |  |  | |
|  | | Demonstrate the ability to be a good team player and contribute to the team's success |  |  | |
|  | | Demonstrate understanding team objectives |  |  | |
|  | | Clear regular communication with immediate team leader and senior members of the team |  |  | |
|  | | Able to ask for direction off team leader if needed |  |  | |
| **Communicating effectively with children** | | | Score 1- 5 | **Comments** | |
|  | Communicate and engage effectively with the children at all times | |  |  | |
|  | Use a variety of communication methods with the children | |  |  | |
|  | Consistently using correct pronunciation and vocabulary in a childcare context | |  |  | |
| **Communicating effectively with parents/carers** | | | Score 1- 5 | **Comments** | |
|  | Confident to greet in an appropriate manner | |  |  | |
|  | Able to discuss confidently and clearly the child's daily routine | |  |  | |
|  | Able to explain clearly any mishaps/incidents that have happened throughout the day | |  |  | |
|  | Consistently using correct pronunciation and vocabulary in a childcare context | |  |  | |
| **EYFS Framework Child Development** | | | Score 1- 5 | **Comments** | |
|  | Accurate and timely completion of planning and observations on the children as well as all other documentation with guidance | |  |  | |
|  | Supporting children and parents through transitions with guidance | |  |  | |
|  | An understanding of underpinning knowledge and commitment to EYFS and continually improving outcomes for children | |  |  | |
| **Safeguarding** | | | Score 1- 5 | **Comments** | |
|  | Adhering to and applying to the behaviour management policy at all times | |  |  | |
|  | Application and understanding of how to create a safe nursery environment | |  |  | |
|  | Up to date knowledge of safeguarding and CAF | |  |  | |
|  | Adhering to and up to date knowledge and application of SEN practices | |  |  | |
|  | Knowing who to approach and steps to take if a safeguarding issue did occur | |  |  | |
| **Continuous Professional Development** | | | Score 1- 5 | **Comments** | |
|  | Identified/utilised any opportunities for  development | |  |  | |
|  | Received work related feedback in an  appropriate manner | |  |  | |
|  | Attended any statutory training and volunteered for extra training for further development | |  |  | |
|  | | | | | |
| **Individual objectives for the next period (SMART)** | | | | | **To be completed by:** |
| (Specific, Measurable, Agreed, Realistic, Timebound) | | | | |  |
| Objectives agreed: Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |  |

**Appraisal Completed By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Induction Checklist**  Name of Employee: | First Name/s: |  |  |
|  | Surname: |  |  |
| Date of Induction: |  |  |  |
| **Documentation obtained/given:** | |  |  |
| Job Advert |  |  |  |
| Job Description |  |  |  |
| Application Form |  |  |  |
| Curriculum Vitae (CV) |  |  |  |
| Interview Rating Form |  |  |  |
| Letter of Appointment |  |  |  |
| Letter of Acceptance |  |  |  |
| References |  |  |  |
| Medical Assessments (if required) |  |  |  |
| Proof of Qualifications |  |  |  |
| **Employee Details:** | |  |  |
| Address |  |  |  |
| Postcode |  |  |  |
| Tel. No. |  |  |  |
| Date of Birth |  |  |  |
| Gender |  |  |  |
| Marital Status |  |  |  |
| Registered Disability | Yes / No |  |  |
|  | If Yes, detail: |  |  |
| **Emergency Contact / Next of Kin:** | |  |  |
| Name |  |  |  |
| Address |  |  |  |
| Postcode |  |  |  |
| Tel. No. |  |  |  |
| Relationship to Employee |  |  |  |
| **Bank Details:** |  |  |  |
| Bank Name |  |  |  |
| Account Name |  |  |  |
| Account Number |  |  |  |
| Sort Code |  |  |  |
| B/S Roll Number |  |  |  |
| **P45 details & document obtained:** | |  |  |
| P45/P15/Signature on P46 |  |  |  |
| National Insurance Number |  |  |  |
| Tax Code |  |  |  |
| Month/Week 1 | Yes / No |  |  |
| Gross Pay To Date |  |  |  |
| Tax Paid To Date |  |  |  |
| SSP Leavers Form |  |  |  |
| SSP Change Over Form |  |  |  |
| Private Pension Details |  |  |  |
| **DBS Compliance Requirements:** | |  |  |
| Proof of ID |  |  |  |
|  | Type of ID: |  |  |
| Right to work in UK |  |  |  |
| DBS check |  |  |  |
|  |  | Date Application Sent: |  |
|  |  | Date Application Received: |  |
| Update Service | Subscribed / Subscribing / No Intention To | |  |
| **Use of Own Car Required Documents:** | |  |  |
| Driving Licence |  |  |  |
| Insured for Business Use |  |  |  |
| **Employment Details:** | |  |  |
| Start Date |  |  |  |
| Position |  |  |  |
| Location |  |  |  |
| Pay Type | Salary/Hourly |  |  |
| Rate of Pay |  |  |  |
| Average Weekly Hours |  |  |  |
| Worked between (days and hours) |  |  |  |
| Full Holiday Entitlement |  |  |  |
| Holiday Entitlement for Year Remaining |  |  |  |
| Other Benefits Applicable |  |  |  |
| First Payment Due |  |  |  |
| Payment Frequency |  |  |  |
| Reports To |  |  |  |
| Who reports to Employee (if anyone) |  |  |  |
| Employee Handbook, SMT read & signed |  |  |  |
| Policy & Procedures shown |  |  |  |
| Layout of Premises Shown |  |  |  |
| Introduced to Staff |  |  |  |
| **Health & Safety:** | |  |  |
| Accident Record Book location shown |  |  |  |
| Safety Policy & Regulations shown |  |  |  |
| Emergency & Fire Exits shown |  |  |  |
| First Aid shown |  |  |  |
| Fire Alarms shown |  |  |  |
| Protective Clothing / Equipment |  |  |  |
| Other H&S |  |  |

**Interview Rating Form:**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Candidates Personal Details: | | | | | | | | | | | |
| Name: |  | | | | | Contact Number(s): | | | |  | |
| Address: |  | | | | | | | | | | |
|  | | | | | | | | | | | |
| Details of Position Applied For: | | | | | | | | | | | |
|  | | | | | | | | | | | |
| Position  (Title / Grade) |  | | | | | | | | | | |
| Destination(S): |  | | | | | | | | | | |
| Hours: |  | | | | | Pay Grade: | | |  | | |
|  | | | | | | | | | | | |
| The interviewer must ask all candidates the same questions. Score each answer out of 10 (10 being highly positive and 1 being negative). Make additional notes on the answers provided to you, whether positive of negative in the space provided. If additional space is required, duplicate sheet two and attached. Details are vitally important in supporting a fair and appropriate recruitment policy. This document will be referred to in order to recruitment the most suitable candidate. | | | | | | | | | | | |
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| Question 1) |  | | | | | | | | | | |
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| Question 2) |  | | | | | | | | | | |
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| Question 3) | |  | | | | | | | | | |
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| Question 4) | |  | | | | | | | | | |
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| Question 5) | |  | | | | | | | | | |
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| Question 6) | |  | | | | | | | | | |
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| Question 7) | |  | | | | | | | | | |
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| Question 8) | |  | | | | | | | | | |
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| Question 9) | |  | | | | | | | | | |
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|  | | | | | Score out of 10: | | | | |  | |
|  | | | | | | | | | | | |
| Question 10) | |  | | | | | | | | | |
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|  | | | | | Score out of 10: | | | | |  | |
|  | | | | | | | | | | | |
| Please use this space to make any additional notes. This should include their appearance, questions the interviewee has asked, anything you feel is relevant to the application of this individual. | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | | | | | | | | | | | |
| Name of Interviewer: | | |  | | | | | | | | |
| Position: | | |  | | | | | | | | |
| Signature of Interviewer: | | |  | | | | Date: | | | |  |