



POLICIES & PROCEDURES

Hickory Dickorys Day Nursery Ltd

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1. Safeguarding Children & Child Welfare

Children have a right to be safe and should be protected from all forms of abuse and neglect. Safeguarding children is everyone's responsibility. It is important that all adults in our setting know and understand the indicators that may suggest that a child is suffering or is at risk of suffering abuse, neglect, or harm. We must be aware and take the appropriate and necessary action in accordance with local procedures and statutory guidance. The nursery has effective child protection and behaviour procedures in place that are well understood by everyone in the setting. We make sure that all staff working within the setting are clear about procedures where they are concerned about the safety of a child or learner. This creates a culture of vigilance where children's welfare is promoted, and appropriate safeguarding action is taken for children who need extra help or may be suffering or likely to suffer harm.

The Designated Safeguarding Lead (DSL): **Mrs Sharon Johnson**

The Designated Deputy Safeguarding Lead (DDSL): **Miss Kirsty Pockett & Miss Hollie Morrison**

The Local Area Designated Officer (LADO) is: Nigel Hatten (**01452 42 6994**)
Multi Agency Safeguarding Hub (MASH) contact details: **01452 426565**

For Non-Urgent Discussions/conversations and/or to discuss a threshold:
The Community Social Work Team: **01452 426263**

For urgent safeguarding issues call MASH, Multi Agency Safeguarding Hub 01452 426565 OPT 3

Making A Referral to MASH for children's services complete a MARF on the liquid logic portal

<https://children.gloucestershire.gov.uk/web/portal/pages/home>

childrenshelpdesk@gloucestershire.gov.uk

We ensure **a DSL or a Deputy DSL is available** at all times.

EYFS Links

3.1 Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

3.3 Providers must take all necessary steps to keep children safe and well.

Safeguarding children is defined in **Working Together to Safeguard Children** as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Safeguarding refers to all children, whilst Child Protection refers distinctly to children at risk of harm. **Save the Children** define child protection as:

"The goal of child protection is to promote, protect and fulfil children's rights to protection from abuse, neglect, exploitation and violence as expressed in the UN Convention on the Rights of the Child and other human rights, humanitarian and refugee treaties and conventions, as well as national laws. Child protection work aims to prevent, respond to, and resolve the abuse, neglect, exploitation and violence experienced by children in all settings."

We review and monitor all safeguarding issues quarterly and carry out the **175 Audit**.

1A) Role and Responsibilities of the DSL

The role of the DSL is:

- To oversee practice within the Nursery and to ensure that Safeguarding is at the forefront of our daily practice.
- To provide support and advice to other staff on child welfare and child protection matters.
- To work closely with the Local Authority to ensure that Sections 17 & 47 of **The Children Act 2004** are being met.
- Ensuring that we practice safe recruitment in line with government guidance by using at least one DSL on all interview panels and by checking the suitability of staff and volunteers who work with children.
- Ensuring that any unsuitable behaviour is reported and managed using the Allegations Management Procedures (See below).
- Raising awareness of child protection issues by cascading training and any concerns to other members of the team.
- The DSL will liaise with other safeguarding partners in line with **Working together to safeguard children. NPCC- When to call the police.**
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse by referring to the **Children's Helpdesk.**
- Establishing a safe environment in which children can learn and develop, where children feel secure, are encouraged to talk, and are listened to. No child is left alone with volunteers or visitors in a one-to-one situation, this is ensured by maintaining constant supervision by staff.
- Supporting pupils who have been abused or neglected in accordance with his/her agreed child protection plan.
- Notifying the relevant social worker if there is an unexplained absence of more than two sessions of a pupil who has a child protection plan (previously known as being on the Child Protection Register).
- Ensuring all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensuring every member of staff (including temporary, supply staff and volunteers) knows the name of the DSL for child protection and have received a safeguarding induction within their first seven days of employment.
- Ensuring every member of staff is sensitive to the signs of possible safeguarding concerns, including poor or irregular attendance, persistent lateness or children missing from education.
- Developing effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Ensuring all records are kept securely, separate from the main pupil file, and in locked locations.
- To oversee that written records of concerns about children are kept, even when there is no need to refer the matter immediately.
- Develop and then follow procedures when an allegation is made against a member of staff or volunteer, including supply workers, contractors, or visitors.
- The DSL manages any offers of **Early Help.**
- Any child protection and/or Safeguarding Concerns are shared immediately with the relevant Local GSCA Authority, this includes suspected harm or risk of harm to a child.

The DSL can access further information and/or training on the points below to support children and families (not exhaustive):

- Domestic Abuse
- Parental Substance Misuse & Mental Ill Health
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)

- Sexual Violence & Sexual Harassment between children.
- Female Genital Mutilation (FGM)
- Forced Marriage (FM)
- Modern Slavery & Child Trafficking, breast ironing
- Prevent Duty & Radicalisation (**Policy 11**)
- Safer recruitment (**Policy 1c**)
- Safer working practices (**Full Guidance is available separately**)
- Gender identity and sexuality
- Honour based violence
- Fabricated and induced illness
- Medication
- Gang Related Violence
- Peer on Peer Abuse

Liaison with other agencies

- We work within the **GSCE** guidelines. The DFE (department for education), KCSIE (keeping children safe in education), MASH (multi agency safeguarding hub), Social Work Team.
- We have the current version of “What to do if you’re worried a child is being abused” available for parents and staff.
- We have procedures for contacting the local authority regarding child protection issues, including maintaining a list of names, addresses and telephone numbers, to ensure that it is easy, in any emergency, for the setting and children’s social care to work well together.
- We work in partnership with local and national agencies to promote the safety and well-being of all children.
- Safeguarding data is reviewed on a quarterly basis and shared with GSCB when required.
- Contact details for the local **National Society for the Prevention of Cruelty to Children (NSPCC)** are also kept. www.nspcc.org.uk

More information can be found in **Policy11: Legislation**

A. Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

B. Child Criminal Exploitation

occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a **child** or young person under the age of 18. The victim may have been criminally **exploited** even if the activity appears consensual.

C. Sexual violence and sexual harassment

can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

1 (b) Allegations Management Procedures

- We follow the guidance of the Gloucestershire Safeguarding Children's Executive when responding to any complaint that a member of staff, or volunteer within the setting, has abused a child. This also includes incidents or allegations relating to Staff:Staff, Staff: Child, or Child:Child
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- Where an allegation is made or concern is raised, regarding a Nursery Director, it must be reported to another Nursery Director.
- We refer any such allegation immediately to the local authority's **Gloucestershire MASH** and **LADO: Nigel Hatten**.
- We also report any such alleged incident to Ofsted as well as what measures we have taken. We are aware that it is an offence not to do this.
- A referral will be made to the DBS if the person is dismissed, removed, or has resigned due to a safeguarding concern.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management team and children's social care agree it is appropriate in the circumstances, the directors/owners will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place but is to protect the staff as well as children and families throughout the process.
- Allegations are recorded on the proforma available in the setting.
- There are 2 sections covering the 2 levels of allegation/concern:
 - Allegations that may meet the harms threshold.
 - Allegation/concerns that do not meet the harms threshold-referred to as 'low level concerns' see part four: 336 'KCSIE' for further details.

Disciplinary action

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, the appropriate Senior Management will notify the **Local Authority Designated Officer (LADO)** for Allegations Management of relevant information so that individuals who pose a threat to children (and vulnerable groups), can be identified, and barred from working with these groups.

Management:

The Nursery Owners are:

Mrs Trudy Hobbs & Mrs Sharon Johnson

Responsibilities include:

Business Operations, Financial Responsibilities, Business Law, & organisation of Hickory Dickorys Day Nursery Ltd for the children, parents, staff & associates of the business.

1 (c) Suitable people, Safer recruitment & Training

We have vigorous protocols for the recruitment and employment of staff to ensure the safety of children in the setting. Please refer to our full Employment Policy (**No 2.1**)

Applicants for posts within the setting are clearly informed that the positions are exempt from the **Rehabilitation of Offenders Act 2014**

(www.legislation.gov.uk/ukpga/2014/11/pdfs/ukpga_20140011_en.pdf).

- Candidates are informed of the need to carry out checks with the **Disclosure and Barring Service (DBS)** before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and DBS checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children. Volunteers do not work unsupervised.
- We record information about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - The criminal records disclosure reference number
 - The date the disclosure was obtained: and details of who obtained it
- We inform staff that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during employment with us). These details are declared annually as a 'Continued Suitability Checks'.
- We abide by the **Safeguarding Vulnerable Groups Act (2006)**
www.legislation.gov.uk/ukpga/2006/47/pdfs/ukpga_20060047_en.pdf
- We have procedures for recording the details of visitors to the setting. Visitors are checked prior to attending the setting and are never left unattended in the building.
- We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

We have a Designated senior person for safeguarding who has received appropriate training and support for this role and is part of the setting's senior leadership team.

We ensure all staff are trained to understand our safeguarding policies and through a thorough induction process and recognised appropriate training via the GSCE.

Safer Recruitment

We recognise that the enhanced DBS disclosure is only part of a suitability decision, and we will ensure each individual working with a child goes through a thorough recruitment and induction procedure. We will also ensure they receive continuous support, training, and supervision from management to provide a safe, secure, and healthy environment for all children in the nursery. We have procedures in place that help to deter, reject, and identify people who may pose a risk to or abuse children.

All students and volunteers 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 always be fully supervised to ensure they receive the appropriate support, training, and information they may require.

We ensure that systems and checks are put into place so that we continue to provide a safe environment. This includes:

- DBS certificates are required for all existing and new nursery employees regardless of whether they are in a childcare role or not.
- DBS checks are also required for students, bank staff and long term, regular volunteers.

- New staff joining the nursery, regardless of whether they have an existing DBS certificate, will be required to undergo a DBS check at or before the commencement of employment.
- New staff joining the nursery with existing DBS certificates obtained from other organisations are only accepted by the nursery if the employee is registered for the government's update service and permission is granted to us to access the information prior to commencement of employment. Otherwise, a new DBS will be obtained, and staff are the required to join the update service.
- Each job offer is subject to 2 satisfactory references about the employee, these will be required before the commencement of employment & checked further.
- Safer recruitment checklists are completed on each member of staff, this includes a copy of the job advert, job description and photographic ID.
- Once employed within the Nursery, each member of staff is added to the Single Central Record, which contains information on their safeguarding suitability.

Training & supporting staff

- We seek out training opportunities for all adults involved in the setting to ensure that they can recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect & that they are aware of the local authority guidelines for making referrals.
- We ensure the designated person/s receive training in accordance with that recommended by the GCSE.
- We ensure that all staff are aware of the procedures for reporting and recording their concerns they may have about the provision.
- Regular staff meetings are held to cascade new information and legislation to all staff.
- Personal staff supervisions are carried out to support staff and to provide staff with an opportunity to discuss any issues or confusions.
- Staff are fully aware of who the Nursery DSL is and that they can approach them at any time with any concerns, issues, or questions.
- Staff are provided with regular handouts, prompt cards and mentoring sessions to ensure that their skills, knowledge, and understanding are up to date.
- Qualification training, experience, mentoring and through modelling the Nursery Ethos, staff are aware of the importance of listening to the voice of the child and how to act on this.
- Through in-house and induction training, staff are made aware of the importance of The Prevent Duty and how to recognise the signs of radicalisation and of children and their families being drawn into terrorism. This includes information on internet safety. **(Policy 3d The Prevent Duty)**
- When internal promotions take place, staff are invited to an interview with the Nursery Directors to discuss the potential of taking up a new role. During this meeting, the job description, roles & responsibilities, hours, and rate of pay are discussed. This is to ensure that the candidate seeking promotion is suitable for the new role, especially those who have recently completed an apprenticeship.

Professional Boundaries

- Staff must ensure that they always maintain professional boundaries and avoid behaviours such as, favouritism, infatuations & personal relationships, which might be misinterpreted by others. They should report and record any incident with this potential.
- Staff must act in a courteous manner and present a professional image.

The term 'reasonable force'

covers the broad range of actions used by most practitioners at some point in their career that involve a degree of physical contact with children. Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

1 (d) Recording and Responding to suspicions of abuse

The Nursery is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in **"What to do if you're worried a child is being abused"** and compliments **"Working Together To Safeguard Children"** Statutory Guidance www.gscb.org.uk

We acknowledge that abuse and neglect of children fall into 4 main categories of concern:

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning, or scalding, drowning or suffocating a child.

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development

Sexual abuse is any sexual activity with a child. We are aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not understand that it is wrong. Sexual abuse can have a long-term impact on health.

Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision, or shelter. It is likely to result in the serious impairment of a child's health or development

Additional Barriers

There are additional barriers that exist when recognising the signs or abuse and neglect of children who have special educational needs and/or disabilities. This can have an impact on all aspects of their lives. Factors that increase risk and lessen protection include:

- Communication impairments.
- An inability to understand what is happening or to seek help.
- Impaired capacity to resist/avoid abuse.
- The child and their family being isolated.

Staff are made aware that all children should be listened to and treated equally, regardless of any disability and/or impairment. Staff are vigilant in recognising and responding to any signs of abuse or neglect and attend appropriate training courses.

Anti-bullying

The nursery has a zero tolerance towards all acts of bullying either towards children or peer on peer abuse, we respond promptly & appropriately by displaying calmness & educating staff & children about its negativity & the effects on the child's & adult's emotional development.

Forms of bullying include:

Homophobic, Cyber, Lesbian, Gay Bi-Sexual, Transgender, Gypsy, & Roma Traveller children.

Discriminatory Behaviour

Children and staff are protected and helped to keep themselves safe by understanding and being aware of:

- Bullying
- Homophobic behaviour
- Racism
- Sexism

Any discriminatory behaviours are challenged, help and support is given to children on how to treat others with respect. Through activities, listening to the children, mutual respect and acceptable behaviour.

Our Policy is embedded into everyday practice throughout day to day mentoring of staff.

We act if we are concerned that any child in our care is suffering from the signs and symptoms of abuse. We refer them immediately to local authorities' children's helpdesk (Front door).

We follow the signs and symptoms of abuse as set out in the document "What to Do If You're Worried a Child is Being Abused" Advice for Practitioners (2015).

There are 4 key steps we follow that help us identify and respond appropriately to possible abuse and/or neglect these are (not necessarily in this order):

BE ALERT

QUESTION BEHAVIOURS

ASK FOR HELP

REFER

We take account of the need to protect young people aged 16-25 as defined by the **Childcare Act 2006**. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

Handling and recording disclosures

Where a child makes comments to a member of staff that gives cause for concern, we listen to the child, offer reassurance, and gives assurance that she or he will take action to keep them safe.

- A member of staff will keep a full record of any disclosures on the 'Handling a Disclosure' form.

The member of staff acting as the **DSL** is informed of the issue at the earliest opportunity and will liaise with local statutory children's services agencies. A 'Chronology of Involvement Form' will be completed.

We follow the GSCE Guidance on handling a disclosure from a child

1 (e) Female Genital Mutilation (FGM)

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting. Religious, social, or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence.

There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

FGM has been a criminal offence in the UK since 1985. In 2003 it also became a criminal offence for UK nationals or permanent UK residents to take their child abroad to have female genital mutilation. (www.nspcc.org)

If FGM is discovered, it is essential to report this to the police as soon as possible as it is a Child Protection concern.

If staff are suspicious that FGM is being planned or discussed by children & families, this must also be reported immediately to the DSL.

Staff must be vigilant of any changes in child behaviour, or changes in genitals, unplanned or unusually extended periods of absence must also be noted.

1 (f) Supporting Children & Families

Informing parents

- Parents are normally the first point of contact when a concern is raised. We discuss concerns with parents to gain their view of events, unless we feel that this may put the child in greater danger.
- The parents are made aware of and receive a full policy pack.

Support to families

- We continue to welcome the child and family into the setting whilst investigations are being made into any alleged abuse.
- We follow the child protection plan (CPP), or Child in Need plan (CIN) as set out by the child's social care worker. These plans identify the help that the child receives and the action to be taken if a professional working with the child has further concerns or information to report.
- Confidential records kept on the child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records Policy and only if appropriate under the guidance of the GSCE.

Care in the environment

- We introduce key elements of keeping children safe into our programme to promote the personal, social, and emotional development of all children, so that they may develop an understanding of why and how to keep safe. In line with "**Keeping Children Safe in Education**" (2015) the setting and staff will carefully consider the offer of **Early Help (pg 89)** including examples such as: Guidance on Parenting, Language Development, Dietary advice, money management, toileting, & listening to the voice of the child in order to identify **Female Genital Mutilation (FGM)***, Staff supervision, promoting **Fundamental British Values** (posters on display), Multi Agency Working, Accident Prevention, referral processes and staff training. All staff are aware of how to raise a concern.

Risk Assessments

- Each room and area have a separate **Risk Assessment booklet which includes Covid-19** that all staff can contribute to this is used to monitor the ongoing safety within each room/area in the nursery and are provided in each room to protect the children from harm or the risk of harm, these are updated annually.

Support to children

- Through the key person system, we support the children to form strong relationships with key people. This enables them to freely express themselves and, through this, we promote their voice through mutual respect and understanding.
- The children's groups are small and focussed, enabling them to be heard.
- Likes & dislikes are recognised.
- Any changes in behaviour are monitored and acted upon.
- Children are supported by suitable, qualified, and knowledgeable practitioners.
- Robust policies are in place and implemented by staff to ensure that children always remain safe.
- Children are taught how to keep themselves safe in a variety of situations, this includes internet safety, road safety, building positive relationships and staying safe in their environment.
- Children's positive behaviour is promoted consistently throughout the setting, staff use effective techniques and alternative strategies which are specific to the individual needs of the children.
- Reasonable force, including restraint is only used in strict accordance with our **Behaviour Policy 7(e)**

1(g) Information sharing & confidentiality

Confidentiality

All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the GSCE.

Information Sharing

We recognise that parents have a right to know that the information they share will be regarded as confidential as well as be informed about the circumstances and reasons why we are obliged to share information. We are obliged to share confidential information without authorisation from the person who provided it, or to whom it relates, if it is in the public interest; when:

- It is to prevent a crime from being committed or intended, or to prevent harm to a child/adult.
- **NOT** sharing it could be worse than the outcome of having shared it.

The decision should never be made as an individual, but with the back-up of management. The three critical criteria are:

1. Where there is **evidence** that the child is suffering or is at risk of significant harm.
2. There is **reasonable cause to believe** that a child may be suffering or at risk of suffering significant harm.
3. To **prevent** significant harm arising to children or adults, including the prevention, detection, and prosecution of serious crime.

Procedures:

Our Procedure is based on the **GDPR guidelines (Policy 15)**

Consent:

Parents have a right to be informed that their consent to share information will be sought in most cases, other than Child Protection issues. If a safeguarding concern is raised, we respond immediately by acquiring help and advice from 'Front Door' Services of the GSCE.

Safeguarding:

Child Protection information is shared between the staff to ensure that they can understand each child's individual situation and adapt procedures where necessary. Information is collated and stored securely in a locked cabinet.

1 (h) Escalation

If a concern or complaint is raised about a child or our safeguarding processes do not appear to have been appropriately acted upon, then there are procedures to follow to escalate the concern to the next senior person in the setting and higher again if it is felt that concern has not been addressed. This is called 'escalation'.

If you consider that the actions, inaction, or decisions do not adequately safeguard children in our setting, you are able to follow our Policy: **Making a Complaint (8)**.

Inter-agency working is essential in Safeguarding children. Occasionally there may be an instance in which workers feel that the actions or inactions or decisions of another agency do not safeguard children effectively. In this instance we follow the GSCE Escalation of Professional Concerns Guidance to ensure that the matter can be resolved appropriately.

Escalation is monitored within the setting using the GSCE Escalation of Professional Concerns Monitoring Form.

1 (ha) Home Visiting Policy

Aim of Home Visit

- To build up a warm caring relationship with the child and parent/carer before the child starts Nursery.
- To meet the child in their natural environment and to establish a friendship to ease the settling in period.
- To ensure that the child has met staff on familiar territory. This can help the children feel more confident about making the transition from home to nursery.
- To encourage parents to share with us as much information as possible about their child. This information will help us get to know the child's needs and to plan an appropriate settling in programme. To get a picture of what the child likes to do at home.
- To share information about the nursery and what happens there.
- To allow parents/carers to share things in private and without interruption.

Procedure

- Staff should attend home visits in pairs for their own security. They must leave a list of where they are going and leave a mobile number with the office. One of the staff should be the key person for the child being visited.
- Home visits will not be done uninvited. Staff will have arranged a date and time well in advance of the visit. Parents/carers do not have to have a home visit if they do not wish it. They will be offered the option when they enrol their child or during the settling-in visits.
- Parents are provided with this policy before the visit and understand the procedures outlined within it.
- During the visit one adult focuses primarily on the child if this is appropriate and the other adult gathers information about the child from the parent/carer.
- It is important that this does not become merely a question-and-answer session. The most important thing is to build up a relationship with the family.
- During the visits staff are duty bound by safeguarding protocols, if they recognise any signs of safeguarding concerns they will act accordingly and report their findings to the DSL.
- It is important that the parent/carer has the time and opportunity to ask questions about the setting.

CONFIDENTIALITY WILL BE RESPECTED AT ALL TIMES.

1 (i) Disclosure and Barring Service Checks

It is an express requirement of the Code of Practice for Disclosure and Barring Service (DBS) Registered Bodies, that anyone in receipt of Update Service information must have a written policy on the secure handling and safekeeping of information provided by DBS.

The Assigned DBS Officers: Sharon Johnson & Trudy Hobbs

General Principles

The Nursery is committed to providing a safe and stimulating environment and as a part of this we ensure that all staff are suitable to work with children.

All new staff are required to complete a new DBS and sign up to the update service for their DBS to be validated and re-validate as and when required.

We do this through carrying out enhanced DBS clearance checks as well as personal checks through other sources, such as employer references, identity checks and qualification checks etc.

New staff will have the DBS checks completed prior to starting employment. However, if there are delays in checks coming through, as a last resort, new staff may work in the nursery before these checks are completed as long as they are supervised by senior DBS checked staff at all times. All nursery staff will be informed of those members of the team 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 journals
- Have access to children's personal details and records

If a DBS Check is returned with any cautions or convictions showing, we will refer this to the Gloucestershire Safeguarding Children Executive DBS Panel. They will then consider whether the applicant is suitable to work with children.

DBS checks are not required to be updated during employment; they have no expiry date. The only occasions to re-apply for a new DBS are:

- In the event of a break in service of longer than 3 months (not including maternity leave); or
- If there are concerns about the suitability of the member of staff to work with children.
- If any concerns are raised following the annual continued in-house suitability checks.

We reserve the right to request that a member of staff must apply for a new DBS if we deem it necessary.

The nursery fully complies with the DBS Code of Practice 2015 and the Data Protection Act 2018 regarding the handling, use, storage, retention and disposal of private information, disclosures, and disclosure information.

DBS Code of Practice -Handling of DBS checks

Storage and access

Any disclosure information obtained by the nursery is kept securely in a lockable filing cabinet, access to which is strictly controlled and limited to those who are entitled to view it as a part of their duties.

Handling

In accordance with section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom Disclosures or Disclosure information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Usage

Any information obtained as a part of the DBS check process will only be used for the purpose in which it was requested and for which consent was obtained by the applicant.

Retention

Once a DBS check has been received, we do not retain any disclosure information for any longer than necessary. Generally, information is stored for up to 6 months to allow for any resolutions, disputes, or complaints. In exceptional circumstance, information may be retained for longer than 6 months. If this situation arises, we will consult with the DBS and will consider data protection and the rights of the individual.

We will not keep any photocopy of the Disclosure. However, staff are asked to provide us with the original certificate, and we will record the date of issue, the type of disclosure, the name of the subject and the unique reference number.

Disposal

Once the retention period has elapsed, all information held will be destroyed by shredding.

Personal Declaration of Continued Suitability

Personal Declaration of Continued Suitability checks are carried out on all staff on an annual basis during appraisals, or ad-hoc if personal circumstances change, such as: Change of address or name, change of living circumstances and any cautions, arrests or disqualifications.

If a member of staff has been **disqualified** from working with children, they will not be employed within the setting. We follow the disqualification requirements as set out in the EYFS.

As a part of their Employee Contract Handbook staff are required to inform management **immediately** of any changes.

1(j) Non-attendance

We recognise the importance of regular attendance and a commitment to Early Years Education to ensure children develop and reach their full potential. Poor attendance can leave children vulnerable and falling behind in their development.

If a child is accessing a Government Funded Place it is essential for good attendance, if this is not adhered to the place may be withdrawn & funded cancelled.

It is extremely important that parents/carers communicate reasons for absence(s) both unexpected and planned, e.g., illness, holidays, appointments etc. If a child is not brought to the setting as planned, we must follow up the reason for this absence.

Procedures

- Attendance is not mandatory however it will be monitored
- We ask all parents to notify us if their child is going to be absent and to provide a reason, for example because they are sick or on holiday.
- If a child is regularly late or absent, this will be discussed with the parents and the reasons will be documented. Support will be offered where possible.
- If we have any reason to be concerned about a child's absence or well-being, we will contact the local authority and follow child protection procedures.
- If a child is in receipt of Early years funding and is not brought into Nursery on a regular basis, we may withdraw their space with us and the offer for their allocated hours.

First Session Absence

- We expect parents to contact us via email or telephone by **9:30am** on the first day their child is absent.
- If we have not heard from a parent by 10.00am The key person will contact the parent.
- If there is no reply when we contact the parent and the child does not arrive, we will telephone the emergency contacts listed on the child's registration documentation.
- We will keep a record of our contact attempts.

Next Steps

- If we are still unsuccessful in gaining contact or discovering an unacceptable reason to explain the absence, we will then carry out a home visit with 2 members of staff.
- If after the home visit we are still unsuccessful in gaining contact or discovering an acceptable reason to explain the absence, then will contact the Police on 111 and request a welfare check.
- At this point, we will also make a referral to MASH (**01452 426565**) **if deemed necessary or required to do so.**

If, at any time, we have a concern regarding the welfare and safety of the child our DSL will contact our local authority designated officer (LADO) through the local safeguarding children's board.

We have a legal duty to safeguard children and must take non-attendance very seriously.

1 (k) Uncollected child

If a child is not collected by an authorised adult at the end of a session/day, we put into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. The child will receive a high standard of care to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their child will be properly cared for.

Procedures

- Parents of children starting at the setting are asked to provide the following specific information which is recorded on our **Child Confidential Sheet (CCS)**:
 - Home address
 - Contact telephone & mobile number.
 - Names, addresses, telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
 - Those who have parental responsibility for the child
 - Social worker and Health visitor (if applicable)
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing or by e-mail of how they can be contacted.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child a photograph may be requested, and an additional password is given.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number, which is: **01242 574362**
- After 10 minutes of the non-show of a parent/carer, we will call the named contacts on the CCS. The child stays at setting in the care of two fully vetted staff members until the child is safely collected either by the parents or by a social care worker.
- The child's Key Person is contacted to verify any collection information that may not have been given.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child's file is checked for any changes to the normal collection routines.
- The child does not leave the premises with anyone other than those named on the Registration Form or in their file without prior consent from the parent.
- If the time elapsed exceeds **one hour**, with no contact from any named contact on the CCS then we apply our child protection procedures. We contact the Nursery Directors and manager to relieve the staff if necessary. We then call our local authority children's social services care team and out of hours duty officer **Tel: 01452 426565 (Front Door)**
- Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances do staff go to look for the parent, nor do they take the child home.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours care.
- The GSCE and Ofsted may be informed.

1 (I) Missing Child

Children's safety is our highest priority, both on and off premises. Every attempt is made, through carrying out the outing's procedure and the exit/entrance procedure to ensure the security of children is always maintained. In the unlikely event of a child going missing whilst in our care, our missing child procedure is followed.

Procedures:

Child going missing from the setting

- As soon as it is noticed that a child is missing the key person/staff alerts the setting manager.
- The setting manager will carry out a thorough search of the building and garden.
- The register is checked to make sure the child is in attendance and that no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out. If a breach is detected, then Parents/carers and the police are called immediately.
- The setting manager talks to the staff and children to find out when and where the child was last seen and records this.
- The setting manager contacts the Directors and reports the incident. The Directors come to the setting immediately to carry out an investigation, with the management where appropriate. If the directors are unavailable, other Managers will attend.
- The Nursery will be placed on high security alert.
- If the child has not been located after a period of 15 minutes, then Parents/carers and the police are called immediately.
- We follow local procedures for notifying the GSCE for children who go missing from home.

Child going missing on an outing

This describes what to do when staff have taken a small group on an outing, leaving the setting manager and other staff back in the setting. If the setting manager has accompanied children on the outing, the procedures are adjusted accordingly.

*What to do when a child goes missing from a whole setting outing may be a little different, as parents usually attend and are responsible for their own child.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The setting manager is contacted immediately (if not on the outing) and the incident is reported.
- The setting manager contacts the police and reports the child as missing.
- The setting manager contacts the parent, who makes their way to the setting.
- Staff will take the remaining children back to the setting.
- In an indoor venue, the staff will contact the venue's security who will handle the search and contact the police if the child is not found after 10 minutes.
- The setting manager contacts the Directors and reports the incident
- The setting manager, or designated staff member may be advised by the police to stay at the venue until they arrive.
- If the child has not been located after a period of 15 minutes, then Parents/carers and the police are called immediately.

The investigation

- Staff will keep calm and do not let the other children become anxious or worried.
- The setting manager and a member of the management team will speak with the parent(s).
- The Directors carry out a full investigation taking written statements from all the staff in the room or who were on the outing.
- The key person/staff member writes an incident report detailing:
 - The date and time of the report.
 - What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
 - When the child was last seen in the group/outing.
 - What has taken place in the group or outing since the child went missing.
 - The time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, the police will handle all aspects of the investigation, to include interviewing staff. **Children's Social Care** may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under **RIDDOR** arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed.
- The insurance provider is informed.
- If necessary, we follow the Staff Disciplinary Procedure as listed in Employee Contract Handbook.
- Parents may follow our Policy: '**Making a Complaint**' (2d)

Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing.
- Staff may be the understandable target of parental anger and they may be afraid. Setting leaders need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the setting manager. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the setting manager and the other should be the Directors. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.
- In accordance with the severity of the outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. If the action of the staff member in charge was deemed a breach of nursery protocols, then disciplinary action may be taken.
- Staff must not discuss any missing child incident with the press without taking advice.

1 (m) Technology and Social Media

We take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of mobile phones, cameras, and ICT (Information Communication Technology) in the setting.

Procedures

Personal Mobile Phones

- At the beginning of each staff members shift, personal mobile phones are stored in the office, staff mobile phones may only be used during lunch breaks and in the Staff Room only.
- In the event of an emergency, personal mobile phones may be used in the privacy of the office, with permission from the manager.
- Members of staff ensure that the telephone number of the setting is known to immediate family and other people who need to contact them in an emergency.
- Staff do not take their mobile phones on any outings, a nursery approved phone is provided
- Parents and visitors must not use their mobile phones whilst on the premises. There is an exception if a visitor's company or organisation operates a lone working policy that requires contact periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where there are no children present.
- Any visitors to the setting must leave their mobile phones securely in the office.

Cameras and videos

- Members of staff must not bring their own cameras or recording devices into the setting, without prior permission of senior management.
- Photographs and recordings of children are only taken to record their learning and development, or for displays within the setting. Photographs or recordings of children are only taken on equipment belonging to the setting
- All photographs are printed using nursery equipment and all nursery cameras remain in the setting, in exception, when parents take home the camera to record learning and development in the home environment for display and development purposes then a blank memory card is inserted into the camera, and signed out by the parent, who is aware of our policy.
- Camera and video use are monitored by the setting manager and Directors.
- When parents request permission to photograph or record their own children at special events, permission will first be gained from all parents for their children to be included.
- Photographs and recordings of children are only taken of children if there is written permission to do so (found on the Child's Confidential Record).

Acceptable Internet Use

Access to the Internet is fully monitored by the Nursery Directors and the ICT Consultant. Provision is made to use a recognised security app such as Norton where possible. Access is restricted using Password Controls.

Additional Security Measures include:

- USB memory sticks are stored in the office.
- Access to the Main Computer is limited to the Owners and Senior Managers only.

- All history is reviewed termly by an ICT specialist and reports are given to the Owners.
- All staff agree to uphold the confidentiality of staff and children in the setting whilst engaged in any Social Media conversations either private or public.
- Staff are not permitted to use any Nursery laptops, tablets, or cameras for personal use. This is deemed as a breach of contract and will result in Disciplinary Action.
- If any unauthorised internet access is discovered, a full investigation will take place and disciplinary procedures may be implemented.

Tapestry

- The online assessment system is accessed by laptop & tablets. All staff receive training during their induction & are aware of the safeguarding issues.

Social Media

- To ensure the safety of all children within the setting, staff, parents & families must not share information or discuss any aspects of the Nursery on social media. Photographs taken within the setting must not be shared on social media.
- If we feel that these guidelines have not been followed, a full investigation will take place.

E-Safety, Acceptable Use

- During registration, Parent & Carers are asked to give consent for their child to use the internet under staff supervision for educational purposes only. This includes teaching the children E-Safety.
- Parents & Carers must also monitor the use of the internet at home and teach their children about the implications of using the internet, including how to stay safe online.

All safety procedures are monitored & reviewed annually, if there are any issues in the meantime then we will bring forward our review date immediately.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

An effective approach to online safety empowers a nursery, school, or college to protect and educate the whole nursery, school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views.
- **contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images, or online bullying
 - **Commerce:** personal online behaviour that increases the likelihood of being involved & coerced into gambling, scams & advertising promises.

Protecting children Governing bodies, proprietors & staff should be doing all that they reasonably can to limit children's exposure to the above risks from the nursery's, schools, or

college's IT system. As part of this process, governing bodies, staff, and proprietors should ensure their nursery, school or college has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies, staff and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

Staff training, Acceptable Use: should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training (paragraph 84 Keeping Children Safe In Education: full document available) and the requirement to ensure children are taught about safeguarding, including online safety (paragraph 87 Keeping Children Safe In Education: full document available), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Hickory Dickorys Day Nursery Ltd

POLICY 2. CHILDRENS HEALTH & WELLBEING

EYFS Links

3.51 The Provider must promote the good health including oral health, of the children they look after.

3.52 They must have a procedure, discussed with parents and/or carers, for taking appropriate action if children are ill or infectious, also to take necessary steps to prevent the spread of infection.

Being healthy means much more than having nutritious food and being free from illness. For babies and young children being special to and cared for by someone who is important to them is essential for their physical, social, and emotional health and well-being. Health and Well-being underpin and determine children's responses to their environment, to people and to new experiences. Emotional well-being includes relationships, which are close, warm, and supportive, and being able to express feelings such as joy, grief, frustration, and fear. This leads to the development of coping strategies when faced with new, challenging, or stressful situations. Early emotional health and freedom from stress bodes well for mind, brain, and body.

In an ever-changing world and media explosion, children may have questions & worries about issues that they hear & see. We ensure that we address these in a calm & developmentally appropriate level to ensure anxiety & stress levels are minimised.

Opportunities to explore and play in a safe and secure environment, are important for their development and creates a positive environment to ensure any signs of child abuse, neglect, and failure to thrive does not impact a child's Health and Well-being.

There are basic needs that babies and children need for achieving and maintaining healthy growth and wellbeing are:

'protection from infection and injury; shelter, warmth, clothing; access to health care; intellectual stimulation; praise and recognition of achievements; social contacts; security; cleanliness; fresh air and sunlight; love and consistent and continuous affection; sleep, rest and activity; and food.' (Meggitt, 2001, p.4)

In our setting Children have many opportunities to be reflective and thoughtful by accessing our sensory room, equipment & calm environments.

2A) Managing Children who are Sick, Infectious or have Allergies

We provide care for children through preventing cross infection of viruses and bacterial infections and promote health through identifying allergies and preventing contact with the allergenic substance. The nursery follows procedures of reporting diseases (RIDDOR) and we follow Guidance on the Infection Control in Schools & Other Childcare Settings HPA (Health Protection Agency) www.hpa.org.uk

Procedures for children who are sick or infectious:

- If a child appears unwell during the day – has a temperature, sickness, diarrhoea, or pains, particularly in the head or stomach – the Manager will call the parents and ask them to collect the child or send a known carer to collect on their behalf. Further medical advice may be recommended.

- If a child has a temperature & is not displaying Covid-19 symptoms (where different procedures are followed), they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts. Calpol/Nurofen may be administered to the child as per parental consent given on the Child Confidential Sheet completed on entry to the Nursery, parents will be notified by telephone when calpol/nurofen has been administered.
- Temperature is taken using a thermometer kept in the first aid boxes.
- In extreme cases of emergency, the child should be taken to the nearest hospital and the parent informed.
- Parents may be asked to take their child to the doctor before returning them to nursery; the nursery can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.
- After diarrhoea and or sickness, parents are asked to keep children home for 48 hours or until a formed stool is passed.
- The setting has a list of excludable diseases and current exclusion times which is displayed in the office and a link is available on our webpage www.hickory-dickorys.co.uk. The full list is obtainable from www.hpa.org.uk and includes common childhood illnesses such as measles.

HIV/AIDS/Hepatitis procedure

HIV virus, like other viruses such as Hepatitis, (A, B and C) are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults. Single use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces, or vomit.

Protective rubber gloves are used for cleaning/sluicing clothing after changing.

Soiled clothing is rinsed and bagged for parents to collect.

Spills of blood, urine, faeces, or vomit are cleared using mild disinfectant solution and mops; cloths used are disposed of with the clinical waste.

Tables and other furniture, furnishings or toys affected by blood, urine, faeces, or vomit are cleaned using a disinfectant.

Head Lice

Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.

On identifying cases of head lice, all parents are informed and asked to treat their child and all the family if they are found to have head lice. Notices are displayed in the appropriate groups.

Procedures for children with allergies

When children enter the setting, they are asked if their child suffers from any known allergies. This is recorded on the registration form.

If a child has an allergy, a risk assessment form is completed to detail the following:

- The allergen (i.e., the substance the child is allergic to)
- The nature of the allergy
- What to do in case of allergic reactions.
- Dated and signed by the parent, updated regularly.

This form is kept in the child's personal file and a copy is displayed where staff can see it. Generally, no nuts or nut products are used within the setting.

Insurance requirements for children with allergies and disabilities

The insurance will automatically include children with any disability or allergy, but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions or requiring invasive treatments; written confirmation from your insurance provider must be obtained to extend the insurance.

The administration of medication must be compliant with the Safeguarding and Welfare Requirements of the EYFS.

Oral medication

Asthma inhalers are regarded as "oral medication" by insurers and so documents do not need to be forwarded to the insurance provider.

Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.

The group must be provided with clear written instructions on how to administer such medication.

All Risk Assessment procedures need to be adhered to for the correct storage and administration of the medication.

The group must have the parents/carers prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to the insurance provider.

Life-saving medication & invasive treatments

Adrenaline injections (EpiPen's) for anaphylactic shock reactions or invasive treatments.

The setting must have:

- a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered.
- written consent from the parent or guardian allowing staff to administer medication; and
- proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.
- Children with additional medical needs are assisted by their Key Person

2B) Administering Medicines

EYFS Links

3.53 Providers must have an implement a policy, and procedures, for administering medicines to children. It must include systems for obtaining information about a child's needs for medicines, and for keeping this information up to date.

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.

In many cases, it is possible for children's GP's to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. If a child has not had a medication before, especially a baby/child under two, it is advised that the parent keeps the child at home for the first 48 hours to ensure no adverse effect as well as to give time for the medication to take effect.

These procedures are written in line with current guidance in 'Managing Medicines in Schools and Early Years Settings'; the manager is responsible for ensuring all staff understand and follow these procedures.

The key person is responsible for the correct administration of medication to children, providing they have a Current First Aid Certificate. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures, in the absence of the key person, the manager is responsible for the overseeing of administering medication.

Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- Only medication prescribed by a doctor is administered. It must be in-date and prescribed for the current condition.
- Children's prescribed medicines are stored in their original containers and are clearly labelled and inaccessible to children (stored in the office).
- Parents give prior written permission for the administration of medication. Parents sign a consent form for staff to administer medicines. The medication details are recorded each time that medication is given and kept in the child's individual file.

No medication may be given without the following details being provided:

- full name of child and date of birth.
- name of medication and strength.
- dosage to be given in the setting.
- Time of recommended dosage.
- how the medication should be stored and administered, either orally, aurally, or topically
- any possible side effects that may be expected should be noted.
- Signature, printed name of parent and date.
- Signed by the Key person/ Manager
- Verified by the parent at the end of each session.

*Only in the event of a fever will staff administer calpol/nurofen. Regular Child temperature is 37.5C (99.5F) anything over this is a fever. This procedure is dependent on not displaying Covid-19 symptoms a different procedure will be carried out following the Covid-19 Risk Assessment (4e)

Storage of medicines

All medication is stored safely in a refrigerator in a secure environment. Where the refrigerator is not used, medicines are kept in the office.

The Parent is responsible for ensuring medicine is handed back at the end of the day. For some conditions, medication may be kept in the setting. Key persons check that any medication held to administer, on a regular basis, is in date and returns any out-of-date medication back to the parent.

if the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff.

No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

Children who have long term medical conditions, who may require medication

A risk assessment is carried out for each child with long term medical conditions that require ongoing medication. This is the responsibility of the Manager alongside the key person. Parents will also contribute to a Risk Assessment. For some medical conditions key staff will need to have training in a basic understanding of the condition as well as how the medication is to be administered correctly. Parents sign and receive a copy of any risk assessment that is required. In the event of the staff absence the parent may be required to administer the medication. Only one medication form needs to be completed for long term illnesses.

Managing medicines on trips and outings

If children are going on outings, staff accompanying the children must include the key person for the child with a Risk Assessment, or another member of staff who is fully informed about the child's needs and/or medication.

Medication for a child is taken in a sealed plastic box clearly labelled with the child's name, name of the medication, Inside the box is a copy of the consent form and a card/sheet to record when it has been given, with the details as given above. This is also carried out if the child on medication is taken to hospital.

On returning to the setting the card/sheet is stapled to the child's individual Medication Form and is signed by the parent.

2C) The Key Person, Settling-In

EYFS Links

3.34 Each child must be assigned a Key Person. Their role is to help ensure that every child's care is tailored to meet their individual needs.

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff, and the setting by providing secure relationships in which children thrive, parents have confidence, staffs are committed, and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated, and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role and procedures are set out in the Welfare Requirements of the Early Years Foundation Stage. We offer a key person for each child & a buddy to support the key person role during absence.

Each child must be assigned a Key Person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with the parent.

Procedures

- We allocate a key person before the child starts.
- If a home visit is carried out before the child starts, this is done by the manager and the key person.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care, and learning.
- The Key person gets to know the children well, recognising their likes & dislikes.
- The role of the key person is that of the primary carer and as the key contact for the parents and has links with other carers involved with the child, such as a childminder, or other setting, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day, & is best place to recognise any changes in behaviour & act upon this. Safeguarding (1e)
- We provide a back-up key person (buddy), so the child and the parents have a key contact in the absence of the child's key person for continuity of care.

Settling-in

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- We provide opportunities for the child and his/her parents to visit the setting before induction.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We use settling-in visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- We have an expectation that the parent, or carer will stay for most of the first 1 hr session, gradually taking time away from their child, increasing this as and when the child is able to cope. Social distancing rules apply.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.

- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave during settling-in visits, we ask them to say goodbye to their child and explain that they will be coming back and to complete a 'Short Term Confidential Sheet'.
- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first visits, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first two to four weeks of starting we work with the child's parents to start to create their child's record of achievement through Tapestry.

Hickory Dickorys Day Nursery Ltd

Policy 3. Children's Development

EYFS Link

1.4 There are 7 areas of Learning & Development that set out what Providers must teach the children in their setting. All areas of Learning & Development are important & inter-connected.

- **Personal, social and emotional development** **PRIME AREA**
 - ~Self-confidence & self-awareness
 - ~Managing feelings & behaviour
 - ~Making relationships
- **Communication and language** **PRIME AREA**
 - ~Listening & attention
 - ~Understanding
 - ~Speaking
- **Physical development** **PRIME AREA**
 - ~Moving & handling
 - ~Health & self-care.
- **Literacy**
 - ~ Reading
 - ~Writing.
- **Mathematics**
 - ~Numbers
 - ~Shape, space & measure.
- **Understanding the world**
 - ~People & communities
 - ~The World
 - ~Technology.
- **Expressive arts and design**
 - ~Exploring & using media & materials
 - ~Being imaginative.

3A) Learning, Development & Assessment

Observing children as they act and interact in their play, everyday activities and planned activities will give the information needed for assessment. Practitioners should only record significant learning and development.

The ways in which the child engages with other people and their environment - playing and exploring, active learning and creating and thinking critically - underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Early Years Foundation Stage (EYFS) sets the standards that all childcare providers must meet to ensure that children learn and develop and are kept healthy and safe. It covers the first stage of a child's care, learning and development, from birth to 5 years old, we also follow the Development Matters non-statutory curriculum guidance for the EYFS.

3B) The progress check at two

When a child is aged between 2 and 3, early years practitioners must review their progress in partnership with parents and/or carers. A short-written summary of their child's development in the prime areas of the Early Years Foundation Stage (EYFS) should be provided. It is also recommended that the Characteristics of Effective Learning are included in the progress check.

This progress check must identify the child's strengths and any areas where the child's progress is less than expected.

- The key person carries out the 'Progress Check at Age Two' in accordance with any local procedures that are in place and referring to the guidance 'A know how guide The EYFS progress check at age two'.
- The progress check aims to review the child's development both at nursery and at home and ensures that key person and parents have a clear picture of their child's development.
- Within the progress check, the key person and parents will note areas the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by the setting to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person and the parents will work in partnership to plan activities to enhance their progress and development both at nursery and at home.
- If a child is not achieving the recommended targets for their age range, we will follow the procedure for Early Help & Support.

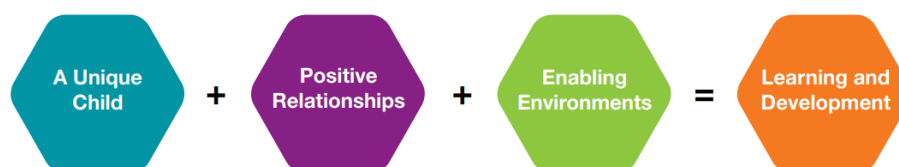
If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development. This should involve parents and other professionals (for example the setting's SENCo, Early Help Team, and/or health professional) as appropriate. Practitioners must engage with parents and/or carers to agree how the summary of development can be used to support learning at home.

3C) The national EYFS statutory framework sets out:

- The safeguarding and welfare requirements you must follow to keep children safe and promote their welfare
- The seven areas of learning and development which shape children's play and experiences
- The early learning goals for each of the seven areas of learning and development
- The requirements for assessing children's progress and reporting to parents and carers

([GOV.UK: EYFS statutory framework](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/611492/eyfs-statutory-framework-2021.pdf))

There are four themes within the EYFS which underpin all the guidance. These are:



The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning. These are:

Playing and exploring – engagement

- ~Finding out and exploring
- ~Being willing to 'have a go'

~Playing with what they know

Active learning – motivation

- ~Being involved and concentrating
- ~Enjoying achieving what they set out to do

~Keeping trying

Creating and thinking critically – thinking

- ~Having their own ideas

~Making links Choosing ways to do things

3D) Development Matters

Non-statutory Curriculum Guidance for the Early Years Foundation Stage.

Development matters is for all early years practitioners, it offers a top-level view of how children develop and learn. It helps us to design an effective early years curriculum, building on the strengths and meeting the needs of the children we work with. It guides, but does not replace, professional judgement. The requirements for the Statutory Framework for the EYFS are included throughout the Development Matters for ease of reference. The guidance sets out the pathways of children's development in broad ages and stages. The actual learning of young children is not so neat and orderly, for that reason, accurate and proportionate assessment is vital. The guidance helps check that children are secure in all the earlier steps of learning before looking at their 'age band'. Development matters includes guidance about children's communication and language. Language is the foundation of children's thinking and learning. The guidance frees up time and this time can be used to help children who are struggling with their learning which can stop gaps in their learning from opening and widening.

3E) Supporting Children with EAL

Before a child with EAL enters the setting we gain as much information as possible about the child and their family and their child's ability to speak in their home language. Following this, parents are provided with the nursery policy on supporting children with EAL and a full guidance pack. (available from the nursery)

Children learning English as an Additional Language (EAL) may:

- Be silent.
- Mix words from both languages.
- Make many grammatical errors.

We understand that these features are normal when acquiring a new language and do not necessarily indicate a language delay. We provide guidance to parents and practitioners which outlines the steps that children go through when acquiring an additional language and give suggestions about how practitioners can support them through this journey within an inclusive environment. It is important to remember that the process of learning an additional language can take several years and is different for each bilingual child. For children entering a setting where a different language is spoken, it can take 3 months for them to begin to understand. It may take 2 years before they can hold a conversation and up to 7 years to have full cognitive understanding of the new language.

We envisage that the child has at least a 3-month settling-in period in their group to assimilate the new language. After this time our expectation is that the child will have some understanding of some simple instructions and may speak some single English words and should be more confident in their home language.

We continue to monitor and assess the child's progress in both languages. However, if there is a consistent delay in learning their home language, then it is understandable that they will experience some difficulty in learning another language and we will then follow our procedure for additional support such as: Speech and Language Therapy. Throughout the setting children will see their own language in signs & symbols including their name, objects & activities, we encourage the use of Makaton signing to aid children's communication skills we also promote these signs through a 'sign of the week' we continue to encourage parents to use these signs at home to reinforce their child's learning of language.

3F) RFL (Ready For Learning)

A Non statutory Assessment Document which supports children's Readiness For Learning, the 3 terms prior to entering school. The RFL tool can highlight specific areas for support in readiness for schooling. The practitioner can then focus on the following areas:

- Emotional Resilience
- Language and Cognition
- Daily Living Skills
- Family Support

3G) Every Child a Talker (ECAT)

Every Child a Talker (ECAT) is a national project to develop the language and communication of children from birth to five years of age. The project was set up after concern about the high levels of 'language impoverishment' in the UK, and how this affects children's progress in school and chances in life.

ECAT strategies and resources are designed to help create a supportive and stimulating environment within the setting where children can enjoy experimenting with and learning language. ECAT will encourage the development of early language through everyday fun and interesting activities which reflect children's interests and enable them to become confident and skilled communicators. We ensure that a lead practitioner receives the ECAT Training to deliver a proactive approach within the setting.

3H) Tapestry

Tapestry is an 'online journal' which charts the individual progress of each child using an electronic system. Each parent is allocated a personal password in which to enable access to their own child's journal. The system offers practitioners the ability to upload activities, pictures and videos of the children's progress on a daily basis and this then charts progress within the EYFS. Termly Summative Reports are generated to ensure that there are no gaps in each child's individual learning. The system gives practitioners evidence that children are on track with their developmental learning and will also highlight areas of need and further support. Parents can view their child's journal at any time and can upload personal information and activities to enhance their child's journal and their learning. The 'Tapestry' file can be uploaded and shared with other settings who use the system, it is also uploaded to parents when they leave the setting, as automatically deleted after 90 days as per the Data Protection from Tapestry

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Policy 4. Parent Partnerships & Working with Other Agencies

4A) Parental Involvement

We believe that children benefit most from early years education and care when parents and settings work together in partnership. We support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting.

Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children as well as working parents. By carrying out the following procedures, we will ensure all parents are included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents.

Procedures

- We ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
- We consult with parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We ensure parents understand the information that is given to them through regular questionnaires.
- We involve parents in the shared record keeping about their children either formally or informally. We provide details of how parents can securely access their child's individual learning record through 'Tapestry' the online journal. If parents do not have access to the internet, we will continue with a hardcopy Learning Journal.
- We encourage parents to contribute their own skills and interests to the setting.
- We consult with parents about the accessibility, time, and appropriateness of meetings to avoid excluding anyone.
- We ensure that all parents are aware of the ongoing activities within the setting, ensuring those parents with a need or **English as an Additional Language (EAL)** are included
- We welcome the contributions of parents.
- We inform all parents through these policies of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaint's procedure.
- We encourage parents to learn about the curriculum offered and about children's learning, in the setting and at home through the EYFS (Early Years Foundation Stage)

In compliance with the **Safeguarding and Welfare Requirements**, the following documentation is in place:

- Admissions policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children

Parental Responsibilities

It is the parents' responsibility to notify the nursery of any changes to the home setting and immediate environment which may affect the child's emotional state in any way whilst at nursery, this may include bereavement of a family member or pet, involvement in an accident, fearful experience and separation of parents*

**we understand that separation/divorce can be a difficult experience for all involved. The nursery cannot lawfully exclude any legal parent or guardian from collecting/removing a child from the nursery setting. The only exception to this is with a fully verified restraining order document signed by a legal representative.*

4B) Working in Partnership with Other Agencies

We work in partnership with local and national agencies to promote the well-being of all children. We also work to support multi-agency plans around the child. Plans may include Child in Need (CIN) Child Protection Plan (CPP) & Children & Families (C & F Plan). We attend conferences and strategy meetings when required, which may also include other agencies.

EYFS Links

3.77 Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure that the needs of all children are met.

Procedures

- Procedures are in place for sharing of information about children and families with other agencies. These are set out in the Data Protection Policy (6), Safeguarding Children Policy (1) and the Special Educational Needs & Disability Policy (SEND) (3g).
- Information shared by other agencies with us is regarded as third-party information. This is also kept in confidence and not shared without consent from that agency.
- Staff from other agencies are welcomed and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies may not have unsupervised access to the child they are visiting in setting, without parental consent, and may not have access to any other child(ren) during the visit.

- Our staff do not share information or seek informal advice about any named child/family without consent unless there is a safeguarding concern.
- Where necessary we may consult with local and national agencies who offer advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural, drug/alcohol, welfare/ rights, childcare/education, or adult education organisations.
- We work in partnership with local and national agencies to promote the safety and well-being of all children.
- Safeguarding data is reviewed on a quarterly basis and shared with GSCE when required.

Policy 5. SEND, Inclusion & Diversity

EYFS Links

3.61 Providers must have an arrangement in place and implement a policy and procedure to promote equality of opportunity for children in their care, including support for children with Special Educational Needs or Disabilities (SEND).

5A) Valuing Diversity and Promoting Equality

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parents and one parent families; some children have two parents of the same sex. Some children have close links with extended families; while others may be more removed from close kin or may live with other relatives or foster carers. Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment.

Some children come from families who experience social exclusion or severe hardship; some must face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender, or their impairment. We understand that these factors affect the well-being of children and can impact on their learning and attainment. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We aim to provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued. We include and value the contribution of all families to our understanding of equality and diversity. We provide positive non-stereotyping information about gender roles, diverse family structures, diverse ethnic and cultural groups, and disabled people. We embed Religions & Culture within the setting to be included in all aspects of play & learning.

Procedures

- Our setting is open to all members of the community.
- We provide information in clear, concise language we aim to provide information in various languages & written forms for parents whom English is not their first language.
- We ensure that all parents are aware of our Valuing Diversity and Promoting Equality Policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, based on protected characteristic as defined by the Equalities Act (2010). These are:
 - Disability
 - Race
 - Gender Reassignment
 - Religion or belief
 - Sex
 - Sexual orientation
 - Age

- Pregnancy and maternity
 - Marriage and civil partnership
- We do not discriminate against or refuse entry to a child with any additional needs.
- We develop an action plan to ensure that children can participate successfully in the environment and in the curriculum offered.
- We act against discriminatory behaviour by staff or parents whether directly or indirectly.

Employment

- We monitor our application process to ensure that it is fair and accessible.
- The applicant who best meets the criteria is offered the post, subject to satisfactory references and clearance by the **Disclosure & Barring Service (DBS)**. We follow our procedure for **Recruiting Safely**.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We promote an emphasis upon the **British Values (3c)** and their ongoing importance to children's development through clear & concise training to our team.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves. We do this by:

- Children feel valued and good about themselves and others.
- Children have equality of access to learning.
- Providing resources to accommodate learning, physical and sensory impairments;
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities e.g., recognising the different learning styles of girls and boys.
- Avoiding stereotypes or derogatory images in the selection of books or other materials.
- Celebrating a wide range of Religious and Traditional festivals.
- Creating an environment of mutual respect and tolerance.
- Differentiating the curriculum to meet children's special educational needs & disabilities.
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable; we operate a zero tolerance to **bullying**.
- Children learning English as an additional language have full access to the curriculum; and ensuring that children speaking languages are supported in the maintenance of their home languages.

Valuing diversity in families

- We welcome the diversity of family lifestyles.
- We encourage children and families to contribute stories of their everyday life to the setting.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion, by offering translated editions of **Our Mission Statement**.
- The Owners have attended courses supporting children with **EAL** (English as an Additional Language)

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious, or cultural needs are met.

Meetings

- Meetings are arranged to ensure that families can be involved in the setting.
- We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways – written & verbal – to ensure that all mothers and fathers have information about, and access to, the meetings.

Monitoring and reviewing

- So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.
- We provide a **Complaints Procedure** and a complaints summary record for parents to see.

5B) Supporting children with Special Educational Needs and Disabilities (SEND)

A child has SEN if they have a learning difficulty or disability that calls for Special Educational Provision to be made for them. A disability is defined in the Equality Act (2010) as:

‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

Our vision for all the children who attend our setting is to be included & supported to reach their full potential and to lead happy and fulfilled lives. As a setting, we believe that all children should be treated equally and as an individual regardless of whether they have special educational needs, and disabilities (SEND). The setting provides an environment of support and inclusion, in which all staff are proactive in delivering.

- We have regard for the Special Educational Needs Code of Practice 0-25 years (2015)
- We ensure our provision is inclusive to all children with special educational needs and we will adapt the setting for each child's needs.
- We support parents and children with special educational needs (SEND) by providing effective support at an early stage with a wide range of professionals. This includes a free and open dialogue between parents/carers, the setting and other professionals.
- We identify and meet the specific needs of children with SEND through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice, and provision and, if necessary, adjust.

Levels Of Intervention (LOI)

- We designate a member of staff to be the SEND Co-ordinator

Mrs Sharon Johnson (Co-ordinator)

- We ensure that the provision for children with special educational needs and disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the Graduated Pathway of Early Help and Support (available) for identifying, assessing, and responding to children's special educational needs and/or disabilities.
- We work closely with parents of children with special educational needs and/or disabilities to gather information in order to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and/or disabilities and their families and gain support if needed.
- We provide a broad, balanced and differentiated curricula for all children with SEND.

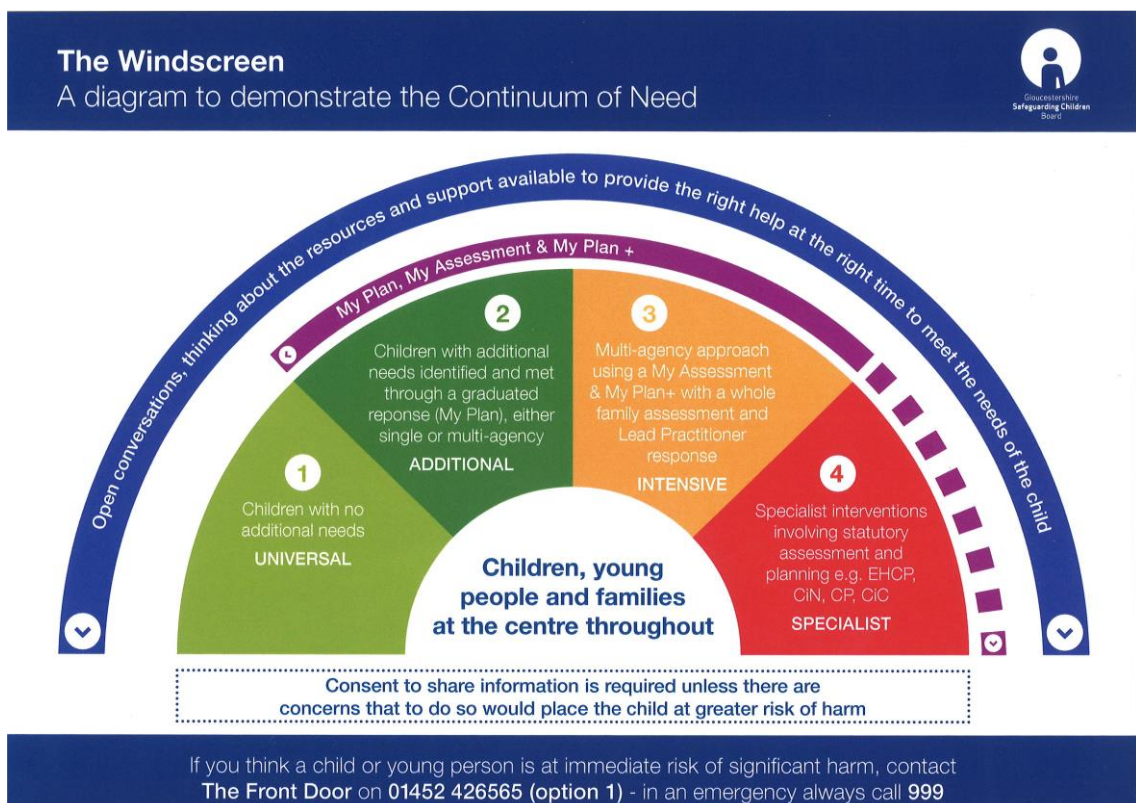
Our Processes for Early Intervention & Support for SEND:

We use a system of **Early Intervention** through the Graduated Approach of observation, planning, assessment of development, monitoring outcomes, evaluating needs, and reviewing individual children's development. An analysis of the child's needs may require more specialist help from Health or other Agencies. We do this by:

- Termly Progress Checks to highlight additional needs. **2 Year Progress Checks, ECAT** (Every Child a Talker) Assessment for Language concerns and **RFL** (Ready for Learning) to highlight school readiness.
- We will meet with parents to discuss progress, gain permissions and recommend next steps, we will also access the **Early Years Advisor** to observe whole cohorts or individual children.
- **My Plan** to focus on the need and concentrate on supporting development for a specific amount of time usually 6 weeks. Up to 3 or 4 My Plans can be initiated, depending on the rate of improvement and level of need.
- **My Assessment & My Plan+** information and reports are gathered from the nursery and Specialists to ascertain further targeted support.
- **EHC (Education, Health & Care Assessment)** If the Graduated Approach is not sufficient to enable the child to make satisfactory progress we may request, in consultation with parents, and any external agencies already involved, an assessment of the child's needs by the Local Authority.
- The Assessment decides whether a child needs an **EHC Plan**.
- **EHCP** The plan sets out in detail, the education, health and social care support that is provided to a child who has SEN or a Disability. Parents are consulted and will know the outcome of the assessment which will support the child through their education until no longer needed.
- **Early Health Assessment** if we believe a child and their family would benefit from support from more than one agency, for example poor housing or difficult domestic circumstances, we may request and **Inter-Agency Assessment** to get Early Help for the family.

Further Information & Support

- As a part of the Graduated Pathway of Early Help and support. **'The Windscreen' (overleaf)** is used as a guide to inform practitioners on the Levels of Intervention & continuum of need. We use the **Common assessment Framework (CAF)** where required.
- We ensure that children with special educational needs are appropriately involved at all stages.
- We provide resources to implement our Special Educational Needs and/or Disabilities Policy and seek specialist equipment and services if needed.
- We provide in-house training for parents, practitioners, and volunteers wherever necessary.
- We provide a complaints policy: **Making a complaint**
- We offer **A Local Offer** of additional & extra support. (More details on request)
- We ensure that Gifted and Talented children who learn more quickly are supported.
- We challenge inappropriate attitudes and practices.
- We encourage children to value and respect others.
- We promote positive image and role models during play experiences for those with additional needs wherever possible.



Policy 6. Behaviour Management

EYFS Links

3.58 Providers are responsible for supporting, understanding, and managing children's behaviour in an appropriate way they must have and implement a behaviour management policy and procedure.

6A) Achieving & Managing Behaviour

Our setting believes that children flourish best when their personal, social, and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places, and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social, and emotional development and mutual respect between children and adults.

Procedures

We require our team to:

- Follow these procedures to provide a consistent and cohesive approach to behaviour management. They must keep themselves up to date with legislation, research, and ways of promoting positive behaviour.
- We check that all staffs have relevant in-house training on promoting this positive behaviour Policy, through induction and regular staff meetings.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of and respect these. We collect any important information on the Child Confidential Sheet in advance.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, such as: name calling, spitting, hitting, kicking & swearing.
- We will devise a plan for behaviour management of each child, with the parent's cooperation.

Strategies with children who engage in inconsiderate behaviour:

- We require all staff, volunteers, and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include acknowledgement of feelings, explanation as to what was not acceptable and supporting children to understand their feelings so that they can learn a more appropriate response, we promote each child to understand and display empathy for each other.

- We ensure that there are enough popular toys and resources and enough activities available, and we acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence, and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for negative behaviour such as: swearing, kicking, biting, hitting, or spitting (not exhaustive)
- When children behave in negative ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately. This includes racial or physical abuse.
- From 2 years we may use a 'time out/ thinking' chair for up to 2 minutes. During this time, we explain the negative behaviour and why it is unacceptable. When the time is up, the child is encouraged to say sorry in some way this can be with words or actions. The child is encouraged to re-join the group with no further recriminations.
- We never use physical (corporal) punishment or humiliation. Children are never threatened with these. We do not send children out of the room.
- We use physical intervention or restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. All details of such an event are brought to the attention of our setting leader and are recorded in the on the Behaviour Record, kept in Child's file. The child's parent is informed on the same day. This is in accordance with the EYFS Statutory Framework.
- We understand that certain behaviours have an underlying cause which may warrant further investigation.

Children under 2 years

We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger, or distress, and require sensitive adults to help them do this.

If children have additional needs, we adapt our procedure for their individual level of understanding using strategies such as signing, motioning, pictures, lowering your tone of voice, basic simple language.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero, weapon, and fantasy play; this behaviour is not necessarily a hurtful or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

Hurtful behaviour

Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous, and often without cause of hurting the other person whom they have hurt. Hurtful Behaviour can be described as, pinching, biting, poking, slapping, pushing, hitting, kicking, name calling.

We respect the rules made in the home environment and we expect parents and children to respect the rules set by the nursery as these can differ.

We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.

We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where they are genuinely sorry and wish to show this to the person they have hurt.

When negative behaviour becomes problematic we will work with parents (where applicable) to combat any forms of behaviour to achieve positive behaviour, an action plan may be created with target dates to achieve, where this does not work we use the code of practice to support the child & family by making the appropriate referrals to a Behaviour Support Team, we reserve the right to ask that any child be removed from our care when all methods have been exhausted and no progress has been made for up to 3 months, this is for protection and care of the remaining children & staff in the setting. We promote '**Kind Hands**' throughout the setting and teach the children to love each other by showing empathy towards each other

Self- Regulating Emotions

Sometimes when children are very upset, they can find it difficult to self-regulate themselves and their mood, we offer support by encouraging 'breathing' strategies and calm areas in the setting where children can rest and take time out to recover.

The setting uses the Makaton sign for 'calm' stroking the child downwards to aid in their recovery of self-control.

Biting

Biting is a common behaviour among children and can be a concern for parents and staff. Biting can often be painful and frightening for the child who has been bitten and frightening for the child who bites. Biting happens for different reasons with different children and under different circumstances. This is part of some children's development and can be triggered when they do not yet have the words to communicate their anger, frustration or need. We follow our positive behaviour policy to always promote positive behaviour.

We act quickly and efficiently when dealing with any case of biting.

The nursery uses the following strategies to prevent biting:

sensory activities, biting rings, adequate resources/areas and staff who recognise when children need more stimulation or quiet times. We will treat each incident with care and patience, offering comfort to intense emotions, helping children to manage their feelings and talk about them, if they can, to help resolve issues and promote understanding.

In the event of a biting incident:-

1. The child who has been bitten will be the priority and should be comforted and given reassurance.
2. Once the child is calm, staff should check for any visual injury. If there is a bruise, a cold compress will be given to reduce any swelling.

In cases where the bite has broken the child's skin, a senior member of staff must contact the parent/carer of the child immediately. This phone call should be sensitive and give reassurance to the parent/carer and explain the procedure which has been followed. You will need to advise the parents/carers to contact the child's GP. If the skin has been severely broken the child should be taken to Accident and Emergency immediately by staff.

The staff member who witnessed the incident should complete an Incident Form for all children involved. The Nursery Manager must be informed of all biting incidents.

Wherever possible the child who has bitten should have their behaviour managed by their key person and the consequence of this behaviour should be explained in a way which is appropriate to the child's age and stage of development.

We liaise with parents to develop a sensitive/positive & proactive strategy to alleviate any biting concerns, however, after a period of no longer than 3 months, with no improvement to the biting, we have the right to ask the child to be removed from the setting.

Policy 7. Children & Adults Health & Safety

Our setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers. We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

Our member of staff responsible for Health and Safety is:

MRS TRUDY HOBBS

She has undertaken health and safety training and regularly updates her knowledge and understanding and is competent to carry out these responsibilities.

We display the necessary Health and Safety poster in

NURSERY STAFF ROOM

Insurance cover

We have public liability insurance and employers' liability insurance.

The certificate for public liability insurance is displayed in:

NURSERY GROUND FLOOR FOYER

7A) First Aid

EYFS Links

3.29 At least one person who has a current paediatric first aid certificate must be on the premises and available at all times when children are present.

In our setting staff can take action to apply first aid treatment in the event of an accident involving a child or adult. At least one member of staff with current first aid training is on the premises or on an outing at any one time. The first aid qualification includes first aid training for infants and young children. We ensure that first aid training is local authority approved and is relevant to staff caring for young children.

Providers must ensure there is always an accessible first aid box available, with appropriate content for use with children. Providers must keep a written record of accidents or injuries and first aid treatment and we monitor the nature of accidents to ensure continued safety.

The first aid kit

- Our first aid kit complies with the current Health and Safety (First Aid) Regulations.
- The first aid box is easily accessible to adults and is kept out of the reach of children.
- No un-prescribed medication is given to children, parents or staff, apart from calpol/nurofen in an emergency to reduce a high temperature. **Medication Policy** Calpol/Nurofen will only be administered for a short time not to exceed 3 days.
- All Un-Prescribed medication may be used at the discretion of the First Aid Practitioner.
- At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.
- Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

Legal framework

Health and Safety (First Aid) Regulations

7B) Recording and Reporting of Accidents and Incidents

EYFS Links

3.62 Providers must keep a written record of accidents or injuries and first aid treatment. Providers must inform parents/and or carers of any accident or injury sustained by the child on the same day or as soon as practicably possible.

We follow the guidelines from RIDDOR (Reporting Injuries, Diseases and Dangerous Occurrences Regulations) for the reporting of accidents and incidents & including Covid-19 if applicable. Child protection matters or behavioural incidents between children are not regarded as incidents and there are separate procedures for this.

Procedures

Accidents File

This file is kept in a safe and secure place in the Office and is accessible to all staff and volunteers, who know how to complete it; it is reviewed at least half termly to identify any potential or actual hazards.

Incident File

We have ready access to telephone numbers for emergency services, including local police. Where we are responsible for the premises, we have contact numbers for essential supply services.

We have an incident log which reports the following incidents:

- break in, burglary or intruder gaining unauthorised access to the premises.
- theft of personal or the setting's property
- fire, flood, gas leak or electrical failure.
- attack on member of staff or parent on the premises or nearby.
- any racist incident involving staff or family on the nursery premises.

- a disease or illness, or an outbreak of food poisoning affecting two or more children looked after on the premises.
- death of a child/adult

The incident book is not for recording issues of concern involving a child.

Policy will be followed, and staff will take charge of their key children.

In the unlikely event of a child dying on the premises, the emergency services are called, and the advice of these services are followed.

Reporting accidents and incidents

We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR. Any dangerous occurrence is recorded in our incident/accident book.

Ofsted, Local Child Protection Agencies, and the Local Environmental Health Department is notified as soon as possible, but at least within 14 days of any instances which involve:

- food poisoning affecting two or more children looked after on our premises.
- serious accident, injury, or illness of a child in our care and the action we will take.
- death of a child in our care
- Covid-19

We report to the Health and Safety Executive:

- Any work related leading to an injury to a child or adult, for which they are taken to hospital and/or any work-related injury which results in staff being unable to work for 7 consecutive days.
- When a member of staff suffers from a reportable work-related disease or illness
- Any death of a child or adult, that occurs in connection with activities relating to their work.
- An event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.

7C) Procedures

Raising Awareness:

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults can adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part, and these are updated regularly.
- Parents receive a Full Policy Pack via e-mail which includes our Health & Safety Policy and can adhere to these whilst in the setting
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- We operate a No Smoking Policy both inside and in the immediate vicinity of the setting.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Safety of adults:

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store or collect equipment, they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.
- We keep a record of the Control of Substances Hazardous to Health (COSHH) - such as cleaning chemicals, or gardening chemicals if used. This states what the risks are and what to do if they have contact with eyes or skin or are ingested. It also states where they are stored.
- We keep all cleaning chemicals in their original containers.

Windows & floors:

- Low level windows are made safe using approved coverings
- Windows above the ground floor are secured so that children cannot climb through them.
- All floor surfaces are checked daily to ensure they are clean and not uneven, wet, or damaged.

Batteries:

- We ensure that toys that use small Lithium Batteries are housed in a screw down compartment.
- We regularly check the safety of toys that use batteries.
- We dispose of all broken toys and expired batteries appropriately.

Electrical/gas equipment:

- All electrical/gas equipment conforms to safety requirements and is checked annually by a recognised body. We restrict access to electrical sockets. We ensure that sockets are not overloaded. All electrical & gas appliances are subjected to PAT testing & serviced by an approved body.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires, and leads are properly guarded, and the children are taught not to touch them. We ensure heaters are not obstructed.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation are adequate in all areas including storage areas.

Storage:

- All resources and materials from which children select are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Outdoor area:

- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides and we ensure the garden is safe from harm.
- Our water butt is securely covered
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- Outdoor activities are always supervised.
- A mobile telephone and First Aid Kit are accessible.

Hygiene:

- We seek information from the Health Protection Agency (HPA) to ensure that we keep up to date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting which includes playroom(s), kitchen, rest area, toilets, and nappy changing areas.
- We have a schedule for cleaning resources and equipment, dressing-up clothes, and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We implement good hygiene practices by:
 - cleaning tables between activities.
 - cleaning toilets regularly.
 - wearing protective clothing -such as aprons and disposable gloves - as appropriate.
 - providing sets of clean clothes.
 - providing tissues and wipes; and
 - ensuring individual use of flannels
- The nursery is cleaned daily by an external cleaning agency.

Activities and resources:

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting. All toys are purchased through reputable companies and have the relevant 'Kite-Mark' standard.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded. Resources used in the 'Mud Kitchen' are washed and cleaned periodically, loam soil is used and is of hygienic grade.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children learn about health, safety, and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired, it is discarded. Large pieces of equipment are discarded only with the consent of the manager.

Visitors to the Setting:

To ensure the safety of children on the premise's steps are made when visitors enter the building:

- All visitors should be expected.
- They must show identification upon arrival.
- Sign in upon arrival & state the nature of their visit.
- They are not to be left unattended at any time whilst on the premises.
- If dangerous equipment needs to be used, then alternative times will be made such as afterhours & weekends.
- Visitor badges must be worn.
- All mobiles' telephones & laptops must be left in the office whilst visitors are on the premises.

Legal framework & Further Guidance

- Health and Safety at Work Act (1974)
- Management of Health and Safety at Work Regulations 1992
- Electricity at Work Regulations 1989
- Control of Substances Hazardous to Health Regulations (COSHH) 2002
- Manual Handling Operations Regulations 1992 (as amended)
- Health and Safety (Display Screen Equipment) Regulations 1992
- Health and Safety Law: What You Should Know (HSE Revised 2009)

7D) Sun Safety

At Hickory Dickorys we acknowledge the importance of sun protection and want staff and children to enjoy the sun safely. We will work with staff and parents to achieve this through:

Education

- Children will have a Sun Safety lesson at the start of the Summer Term
- Children will engage in activities to highlight the sun protection message
- Parents and Guardians are made aware of the Sun Protection policy and Procedure.

Shade

- When the sun is strong, we will encourage children to play in the shade where available.
- We have areas of shade and can provide pop-Up style tents.
- The garden is 3/4 shaded for most of the day, due to the tree.

Timetabling

- Children will spend time playing outside before 11am and after 3pm.

Clothing

- Children will wear hats that cover their ears, neck and face between 11am –3pm.
- The nursery provides hats for children who have forgotten them.
- Staff agree to wear a hat when outside to set a good example.

Sunscreen

- We gain advance permission to apply sunscreen.
- Children will bring in their own clearly labelled bottles of Sunscreen. The nursery provides sunscreen of factor 50+.

Sun Safety Guidance from Cancer Research is included

7E) Maintaining Children's Safety & Security

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

Procedures for children's personal safety

- We ensure all employed staff have an enhanced disclosure from the DBS as well as stringent checks before employment.
- All children are always supervised by qualified and vetted adults.
- Whenever children are on the premises at least two adults are present. At least one will have First Aid Training.
- We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

- Controls are in place for the safe arrival and departure of children.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults, staff, volunteers, and visitors are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during sessions.

Safe Sleeping Arrangements

- A Risk Assessment is kept in the Baby Suite to monitor children whilst they are sleeping, data records the time and duration of sleep. Parents give authority to request actions outside of our risk assessment such as:
 - sleeping with a toy or blanket (over their head).
 - Sleeping with a comforter other than a dummy
 - Sleeping with a white noise machine.
 - Sleeping other than 'feet to foot' of the cot
 - Sleeping in a sleep suit.

- Religious jewellery.
- Checks are made every 10 minutes and signed by staff, baby monitors are always used
- Cots are changed after each use and mattresses are disinfected after each child.
- Children sleeping on mattresses are placed comfortably apart with individual blankets or sheets. All dangerous items are removed such as toys and jewellery. Individual soothers are monitored. Children aged 3 years and over may rest using a pillow.

Safety in the Car Park

- We request that all children are supervised whilst in the car park and pram shed.
- The Nursery accepts no responsibility for damage to belongings or persons using the outside area.
- We request a **3 MPH** speed limit to be used upon entering and exiting the car park.
- No daytime car parking facility available, only dropping off and picking up children.
- Any pushchairs left unclaimed after a 3-month period; the nursery reserves the right to dispose of them accordingly.

7F) Supervision of Children on Outings and Visits

Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Staff in our setting ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

Procedures

- Parents sign and give their consent on registration for their children to be taken out as a part of the daily activities of the setting.
- Venues are generally known to the setting before visitation and a previous risk assessment has been carried out.
- **Our adult to child ratio is reduced**, dependent upon their age, sensibility, and type of venue as well as how it is to be reached.
- Individual staff will ensure each child is well supervised, to ensure no child goes astray, and that there is no unauthorised access to children.
- Outings are recorded in outings record book kept in the setting stating:
 - The date, time, and reason for the outing.
 - The venue, contact (where applicable) and mode of transport.
 - Names of staff and children on the visit
 - Time of return.
- Staff will take a nursery approved mobile phone on outings, as well as a supply of tissues, wipes, spare clothing and nappies, medicines if required for individual children, a first aid kit, snacks, and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.

- Staff take a list of children with them as well as an accident book and a copy of our **Missing Child Policy** (1k) and **First Aid Policy** (7a).
- Records are kept of the vehicles used to transport children, with named drivers and the appropriate insurance cover.
- A minimum of two staff should accompany children on outings and a minimum of two should remain behind with the rest of the children.
- Senior Staff will hold at least a Level 3 Qualification and at least one member of staff will hold a current **First Aid Certificate**.
- Staff will ensure the correct storage and administration of any medicines that are required during an outing these will be stored in a labelled container with full instructions of the child's name, usage, and Risk Assessment.
- Walking Reins are used and some of the children's own pushchairs if needed.
- Staff and children wear high visibility jackets whilst on outings.
- If parents accompany an outing, they are responsible for their own child and will not have one-to-one access with any other child on the visit.

7G) Risk Assessment

EYFS Links

3.76 Providers must ensure that they take all reasonable steps to ensure that staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks.

This setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff, and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

Identification of a risk: Where is it and what is it?

- Who is at risk: Childcare staff, children, parents, cooks, cleaners?
- Assessment as to the level of risk is high, medium, low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate the risk: What will you need to do, or ensure others will do, to reduce that risk?
- Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

Procedures

- Our risk assessment process covers adults and children and includes:
- check & note hazards and risks indoors and outside, in relation to our premises and activities.
- assessing the level of risk and who might be affected.
- decide which areas need attention.
- Develop an action plan that specifies the action required, the timescales for action, the person responsible for the action and any funding required.
- If more than five staff & volunteers are employed the risk assessment is written & reviewed regularly.

- We maintain lists of health and safety issues, which are checked daily before the session begins as well as those that are checked on a termly basis when a full risk assessment is carried out
- Each room and area have a separate **risk assessment booklet** that all staff can contribute to this is used to monitor the ongoing safety within each room/area in the nursery and are provided in each room to protect the children from harm or the risk of harm.
- To maintain the ongoing safety and upkeep of the building, staff are encouraged to use a '**Risk Action List**' highlighting areas requiring attention in a time scale for action.

Further guidance: Five Steps to Risk Assessment (HSE 2011)

Covid-19 (Risk assessment Available)

7H) Fire safety and emergency evacuation

EYFS Links

3.64 Providers must comply with requirements of Health & Safety Legislation, including fire safety & hygiene requirements.

We prevent the risk of fire to the nursery by ensuring the highest possible standard of fire precautions. The person in charge and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer, or Fire Safety Consultant. Regular Fire Safety checks are carried out annually by an approved body. In house checks are carried out quarterly.

Procedures

- The basis of fire safety is risk assessment. These are carried out by a 'competent person' such as a manager.
- The managers have received training in fire safety sufficient to be competent to carry out risk assessment; this will be written where there are more than five staff and will follow the **Government Guidance Fire Safety Risk Assessment**.
- Fire doors are clearly marked, never obstructed, and easily opened from the inside.
- Smoke detectors/alarms and firefighting appliances conform to **BS EN standards**, are fitted in appropriate high-risk areas of the building, and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - clearly displayed in the premises.
 - explained to new members of staff, volunteers, and parents; and
 - Practised regularly at least once every twelve weeks.
 - Records are kept of fire drills and the servicing of fire safety equipment, which is carried out annually by a recognised body.

Fire Evacuation Procedure

The evacuation procedure for Hickory Dickorys Day Nursery Ltd is as follows.

- The children are familiar with the sound of the fire alarm through regular practice.
- The children staff and parents know where the clearly marked fire exits are.
- The children are led from the building to the assembly point by the staff, using the nearest safe exit.
- The children, staff & visitors are accounted for using the registers.
- It is recorded how long it takes to get the children out safely.
- Senior staff will call the emergency services in the event of a real fire.
- Parents are contacted in the event of a real fire.
- If children are outside when the alarm sounds, they will walk around the road to the car park/fire point.
- The Assembly Point is: **The nursery car park adjacent to the back of the building**

The fire drill record book contains the following information:

- Date and time of the drill.
- How long it took.
- Whether there were any problems that delayed evacuation.
- Any further action taken to improve the drill procedure

In the event of a serious threat such as a terrorist attack we will take advice from the Police to exit or remain in the building under **'Lock down'**, whichever is deemed safer. (included)
If we exit the building the Procedure is:

- The children are led from the building to the assembly point by the staff, using the nearest safe exit.
- The Assembly Point is:
 - **The Cambray Baptist Church to the front or back of the building**

'Lock down' Procedure

We follow the CLOSE procedure:

Close all the windows, curtains, and doors

Lock up, turn off lights

Out of sight and minimise movement

Stay silent and avoid drawing any attention

Endure. Be aware that you may be in lock down for some time.

The following steps provide guidelines for staff, students, and visitors in an emergency:

1. On receiving or recognising a threat the Nursery Directors or Manager will call for assistance using 999.
2. They will immediately give three (3) long whistle blows to signal for lockdown procedures to take effect.
3. Staff will lock all doors that lead to the outside world, secure all windows and doors, and turn off lights, collect first aid kits, register & phone.
4. Staff will guide all children from the preschool and toddler group into the physical room and all of the children from the baby suite into the cot room.
5. Staff will remain calm and call the register.

6. Staff will supervise the children, ensuring everyone remains out of sight and are sitting quietly.
7. No one should be allowed out of the room or safe area during a lockdown procedure.
8. We will remain in lockdown until the all-clear has been given by the police.

Children will practice these procedures periodically.

7I) Animals in the Setting

Children learn about the natural world, its animals and other living creatures, as part of the Learning and Development requirements of the Early Years Foundation Stage. This may include contact with animals, or other living creatures, either in the setting or on visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

EYFS Links

The provider must keep the premises and equipment clean and must be aware of, and comply with, requirements of health and safety legislation, including hygiene requirements.

Procedures

Animals in the setting

- We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature and children's allergic reactions to animals.
- We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
- Children are taught correct handling and care of the animal or creature and are supervised.
- Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- Staff will wear disposable gloves when cleaning housing or handling soiled bedding.
- Visiting animals are the responsibility of the owner.

Visits to farms

- Before a visit to a farm a risk assessment is carried out - this may take account of safety factors listed in the farm's own risk assessment which should be viewed.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms is cleaned of mud and debris and should not be worn indoors.

7J) No-smoking

EYFS links

3.22 Providers must not allow smoking or vaping in or on the premises when children are present or about to be present. Practitioners should not vape or use e-cigarettes when children are present.

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment - both indoors and outdoors, this includes devices used to eliminate smoking.

Procedures

- All staff, parents and volunteers are made aware of our No-smoking Policy.
- We display No-smoking signs.
- The No-smoking Policy is stated in our information brochure for parents.

- We actively encourage no-smoking by having information for parents and staff about where to get help to stop smoking if they are seeking this information.
- Staffs who smoke do not do so during working hours. Unless on a break and off the premises.
- Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues, by wearing alternative clothing during breaks and following hygiene procedures before returning to work by deodorising and breath freshening.
- Cigarettes matches and lighters must be kept securely away from the children.
- **Electronic Cigarettes** – Are not permitted in or around the nursery.

7K) Food Hygiene (Including procedure for reporting food poisoning)

EYFS Links

3.55 Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious.

We provide and/or serve food for children on the following basis

- Snacks
- Meals

We maintain the highest possible Food Hygiene standards regarding the purchase, storage, preparation and serving of food.

We are registered as a food provider with the Local Authority Environmental Health Department.

Procedures

- The person in charge and the person responsible for food preparation will understand the principles of **Hazard Analysis and Critical Control Point (HACCP)** as it applies to their business. This is set out in **Safer Food Better Business (SFBB)** (Located in the kitchen area). The basis for this is Risk Assessment of the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
- All staff follow the guidelines of **Safer Food Better Business (SFBB)**.
- All staff involved in the preparation and handling of food have received training in Food Handling.
- The nursery and person in charge of food preparation is aware of and makes a written record of the **14 food Allergens**, these are clearly labelled on all menus and on any cooled foods.
- The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently, including logging fridge & freezer temperatures and food temperatures at serving. These are recorded in the SFBB folder.
- We use reliable suppliers for the food we purchase.
- Any food delivered to the nursery is checked for contamination and to ensure that it is delivered at a safe temperature. These temperatures are recorded in the SFBB folder.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents, or mould.
- Food preparation areas are cleaned before use as well as after use.

- There are separate facilities for handwashing and for washing up.
- All surfaces are clean and non-porous.
- All utensils, crockery etc are clean and stored appropriately.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.
- When children take part in cooking activities, they:
 - are always supervised
 - understand the importance of hand washing and hygiene rules
 - are kept away from hot surfaces and hot water; and
 - do not have unsupervised access to electrical equipment such as blenders etc.

Reporting of food poisoning

- Food poisoning can occur for several reasons; not all cases of sickness or diarrhoea are because of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the **Environmental Health Officer** to report the outbreak and will comply with any investigation.
- Any confirmed cases of food poisoning affecting 2 or more children looked after on the premises are notified to Ofsted as soon as reasonably practicable, and always within 14 days of the incident.

Further guidance: Safer Food Better Business (Food Standards Agency)

7L) Food and Drink

This setting regards snack and mealtimes as an important part of the setting's day and is an essential learning experience for children. Eating represents a social time for children and adults and helps children to learn about healthy eating. At snack and mealtimes, we provide nutritious food, which meets the children's individual dietary needs.

Procedures

We follow these procedures to promote healthy eating in our setting.

- Before a child starts to attend the setting, parents record and share their children's dietary needs and preferences, including any food allergies. **See Wellbeing Policy (7c)** In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- Parents sign and complete a **Risk Assessment of the Allergen** and sign the updated 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 that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We plan menus in advance, and we display the menus of meals/snacks for parents to view.
- We provide nutritious food for all meals and snacks, avoiding large quantities of saturated fat, sugar, salt, artificial additives, preservatives, and colourings.
- We include a variety of foods from the four main food groups:
 - meat, fish, and protein alternatives.
 - dairy foods.

- grains, cereals, and starch vegetables; and fruit and vegetables.
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- 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 when providing food and drinks.
- We provide a vegetarian alternative on days when meat or fish are offered.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child.
- 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 that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- For children who drink milk, we provide whole pasteurised milk, although we slowly introduce semi-skimmed milk from age two years.
- For each child under two, we provide parents with daily written information about feeding routines, intake, and preferences.
- All children will purchase our meal & beverage package during funded sessions (2-4 years) as this is not included during funded sessions.

Further guidance: Safer Food, Better Business (SFBB)

7M) Intimate Care Policy (including Potty Training)

We encourage that potty training should be well established by 3 years of age before fully entering out Pre-school. We work with parents towards toilet training unless there are medical or other developmental reasons why this may not be appropriate at the time.

We make necessary adjustments to our bathroom provision and provide nappy changing facilities and promote hygiene practices to accommodate children who are not, yet toilet trained.

We see toilet training as a self-care skill that children can learn with full support and non-judgemental concern of adults.

Procedures for Potty Training

- When children join the Toddler Group, this is the time that potty training is encouraged, this may be from parental request or observations from nursery staff that a child is showing typical signs to begin potty training. Information is sent to parents to encourage this.
- Key persons have a list of personalised changing times for the young children in their care who are in nappies or 'pull-ups'.
- Young children from two years are encouraged to wear 'pull ups' or other types of trainer pants as soon as they are comfortable with this and their parents agree.

- Key persons undertake changing young children in their key groups; back up key persons/buddies change them if the key person is absent.
 - It is beneficial that children wear easily removable clothes to access the potty quickly.
 - We have potties in the room for accessibility.
 - We are always positive awarding stickers and praise even if only sitting.
 - Parents provide plenty of changes of clothes.
- PLEASE REFER TO: TOP 10 POTTY TRAINING TIPS for more Information

Procedures for Nappy Changing

- Changing areas are warm and there are safe areas to lay young children.
- Gloves and aprons are put on before changing starts and the areas are prepared.
- The changing mat has already been sterilised from the previous child as per our hygiene practice
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
- Young children are encouraged to take an interest in using the toilet/potty; they may just want to sit on it and talk to a friend who is also using the toilet/potty.
- Older should be allowed time for some play as they explore the water and the soap.
- Anti-bacterial hand wash liquid or soap should be used for young children.
- Key persons are gentle when changing; they avoid pulling faces and making negative comment about 'nappy contents'.
- Key persons do not make inappropriate comments about young children's genitals when changing their nappies however, they need to be aware of changes to genitals such as Female Genital Mutilation (See Policy 1e).
- Children access the toilet when they have the need to and are encouraged to be independent.
- Nappies and 'pull ups' are disposed of hygienically. These are bagged and put in the Sengenic Bin provided. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for the parent to take home.
- We have a 'duty of care' towards children's personal needs. If young children are left in wet or soiled nappies/'pull ups' in the setting this may constitute neglect and will be a disciplinary matter.
- In some nappy changing situations, it may require a one-to-one situation, in this instance doors are left open for other team members to observe the practice and ensure child safety.

Hickory Dickorys Day Nursery Ltd
Policy 8. General Procedures

8A) Children's Rights and Entitlements

We promote children's right to be strong, resilient, and listened to by creating an environment in our setting that encourages children to develop a positive self-image, which includes their languages spoken at home, their religious beliefs, cultural traditions, and home background. We promote children's right to be strong, resilient, and listened to by encouraging children to develop a sense of autonomy and independence to have self-confidence and the vocabulary to resist inappropriate approaches.

We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.

We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

To be strong means:

- To have secure attachment relationships where they are loved and cared for, by at least one Key Person who can offer consistent, positive, and unconditional regard and who can be relied on and one 'buddy' who can take their place at any time
- To be safe and valued as individuals in their families and beyond the family, such as nursery.
- To be self-assured and form a positive sense of themselves – including all aspects of their identity and heritage
- To be included equally and belong in early years settings and in community life
- To be confident in abilities and proud of their achievements
- To progress in all aspects of their development and learning.
- To be a part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
- To be able to make key decisions that affect their lives

To be resilient means:

- To be sure of their self-worth and dignity;
- To be able to be assertive and state their needs effectively;
- To be able to overcome difficulties and problems;
- To be positive in their outlook on life;
- To be able to cope with challenge and change;
- To have a sense of right and wrong towards self and others;
- To develop a sense of responsibility towards self and others; and
- To be able to represent themselves and others in key decisions.

To be listened to means:

- Adults who are close to children recognise their need and right to express and communicate their thoughts, feelings, and ideas by promoting and listening to the Voice of the Child always.
- Adults who are close to children can tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated.
- Adults who are close to children can respond appropriately and, when required, act upon their understanding of what children express and communicate; and
- Adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of nursery life.

8B) Admissions

It is our intention to make our setting accessible to all children and families from all sections of the local community and surrounding areas, through open, fair and clearly communicated procedures.

Procedures

- We ensure that the setting is widely advertised in all sections of the community.
- We ensure that information about our setting is accessible, in written and spoken form and where appropriate, in more than one language including Braille (obtained when necessary).
- Our admission policy may also consider the following:
 - siblings already attending the setting.
 - an emergency admission.
- We describe our setting and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, ethnicity or from English being a newly acquired additional language.
- We describe how our practices enable children and/or parents with disabilities to take part in the life of the setting.
- We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
- We consult with families to ensure we accommodate a broad range of family needs.
- We aim to be flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting.

8C) Making a Complaint

EYFS Links

3.83 Providers must put into place a written procedure for dealing with concerns and complaints from parents and/or carers and must keep a written record of any complaints & their outcome.

Our setting believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns/complaints about the running of our setting to a satisfactory conclusion for all of the parties involved.

Procedures

All settings are required to keep a written record of any complaints and their outcome. This is to be made available to parents as well as to HM OFSTED Inspectors upon request.

Making a Complaint and Escalation

Stage 1

- Any parent who has a concern about any aspect of the setting's provision, first **talks** over the concern with the child's room leader or key person.
- *Most complaints should be resolved amicably and informally at this stage.*

Stage 2

- If the outcome of stage 1 is not satisfactory, or the problem recurs, the parent moves to stage 2 by putting the concern/complaint in writing or arranging a discussion with the Nursery Directors/Manager.
- Parents are immediately informed of the time scale for investigation (7 days).
- The Nursery Directors/Manager investigate the complaint thoroughly and without bias.
- When the investigation is completed, the Nursery Directors/Manager gives a written explanation of the outcome and/or speaks directly with the parent to discuss the outcome within 14 days.
- The setting stores written complaints from parents in the child's personal file and on the Public Complaints Log. If the complaint involves a detailed investigation, the setting leader may wish to store the information in a separate Designated File.
- When the complaint is resolved at this stage, summative points are placed in the Public Complaints Log

Stage 3

- If the parent is not satisfied with the outcome of the investigation, they can **request a formal meeting** with the Nursery Directors/Manager. The parent should have a friend/ partner present if required and the meeting leader should have the support of the management team.
- An agreed written record of the discussion is made as well as any decision or action to take as a result. All the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Public Complaints Log.

Stage 4

- If at the Stage 3 meeting the parent and setting cannot reach agreement, an **external mediator** is invited to help to settle the complaint; this person should be acceptable to both parties, listen to both sides and offer advice.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with the setting personnel and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone presents at the meeting including the mediator, signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

Role of the Office for Standards in Education, and the Local Safeguarding Children Board

EYFS Link

3.85 If Providers become aware that they are to be inspected by Ofsted, they must notify parents and/or carers.

A copy of the report must be provided to parents and/or carers of children attending on a regular basis.

- Parents may approach **Ofsted** directly at any stage of the complaint's procedure. Where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
- In these cases, both the parent and setting are informed, and the setting leader works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.
- The number to call Ofsted about a complaint is:
0300 1231231 These details are displayed on our setting's notice board.

Records

- A record of complaints in relation to our setting and/or the children and/or the adults working in our setting is kept; including the date, the circumstances of the complaint and how the complaint was managed.

Policy 9. Staff supervision & Training

9A) Employment

EYFS Links

3.9 Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles.

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- We are committed to recruiting, appointing, and employing staff in accordance with all relevant legislation and best practice.
- We advertise positions through a reputable online system & complete a Nursery Application Form
- We invite suitable candidates for interview, they must provide ID on arrival & supply certificates, if applicable for the position.
- Candidates are rated on their interview performance, professionalism & qualifications
- An invitation for a working interview may be made dependant on DBS clearance, this is for a short period and the candidate is never left unattended.
- A position is offered via e-mail subject to satisfactory references and a clear DBS.
- All staffs have job descriptions which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered based on their suitability to the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the DBS for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) for the vetting and barring scheme.
- Senior Management have received training in Safer recruitment Practices.
- We keep all records relating to employment of staff and volunteers, demonstrating that checks have been done, through our Single Central Record System, including the date and number of the enhanced DBS check. These are destroyed as per the retention period set out in the GDPR Policy. (6)
- Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings and disqualifications that prevent them from working with children, which may affect their suitability – whether received before, or at any time during their employment with us.
- Before deployment into the nursery all staff must produce:
 - Photo Identification
 - Birth Certificate
 - National Insurance Number
 - Proof of Address (if under 5 years then other addresses)
 - Proof of Qualifications and training
 - Medical 'fit for work' declaration
 - Working permit/visa if applicable & Equal Opportunities Information

- P45/P46
- DBS
- Two or more references, one must be the most recent employer, if this was under six months then the last employer before this one. A personal reference, not a member of family or relative, boyfriend or partner, who has known the employee for at least 5 years

Disqualification

Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification that person's employment with us will be terminated immediately, pending an investigation by the relevant authority. This includes a duty to make a referral to the DBS where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.

Changes of Staff

We will inform Ofsted of any changes to the person responsible for our setting, including the Nursery Manager.

9B) Training and staff development

- The setting directors hold a BA (Hons) in Early Childhood Studies. A minimum of half of our staff holds a Level 3 Certificate in Pre-school Practice or an equivalent or higher qualification.
- We provide regular in-service training to all staff – using providers and external agencies.
- Our setting budget allocates resources to training.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals. We monitor continued progress by peer mentoring and observation and assessment.
- We encourage the team to enhance their knowledge & skills through courses and information and subjects that interest them.
- We regularly hold individual mentoring meetings.

9C) Health & Wellbeing

We have a 'duty of care' to all employees and are committed to the health & wellbeing of everyone. We do all we reasonably can to support our employees' health, safety & wellbeing by making a safe & positive environment.

We have ambassadors in our setting who support wellbeing by understanding the pressure that the role can create such as:

- Job load
- Pay
- Job control & autonomy
- The work setting.
- Relationships in the workplace
- Change to working environment.
- Work life balance.
- Personal health challenges

We understand the effects that a stressful environment can create therefore we enhance a positive culture by:

- Motivational talks & meetings
- One to one counselling if needed.
- Providing a safe & quiet space
- Team building & social events.
- Understanding skills & where best to place these skills.
- Supporting a work life balance
- Being approachable
- Sign posting to external therapies, courses and support groups.

9D) Staff Management

EYFS Link

3.21 Staff members must not be under the influence of alcohol or any other substance which may affect their ability to care for children.

Staff taking medication substances

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice and proof from the issuing body will be required. Staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
- Staff medication on the premises will be stored securely in staff lockers or in the main office and always kept out of reach of the children.
- If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken, as per the Staff Contract Handbook.

Managing staff absences and contingency plans for emergencies

- The manager will organise staff annual leave so that ratios are not compromised.
- Where staff are unwell and take sick leave, we organise cover to ensure ratios are maintained.
- Sick leave is monitored, and action is taken where necessary in accordance with the Staff Contract Handbook.
- We have contingency plans to cover staff absences, as follows:
- The owner/managers who are sufficiently qualified can be deployed into the nursery
- Part time staff are offered additional hours of employment

9E) Whistle blowing

Whistleblowing occurs when an individual raises concerns, usually to their employer, regarding any kind of information or activity that is deemed illegal, unethical, or not correct within the workplace.

If you believe that the Nursery or any of its employees are involved in any form of wrongdoing such as:

- Committing a criminal offence
- Failing to comply with a legal obligation
- Endangering the Health & safety of an individual
- Failing to comply with Nursery policies and procedures
- Environmental damage and/or concealing information relating to this.

Step 1

You should report your concerns to the Nursery Directors who will treat the matter with complete confidence. They or you can take your concern directly to the appropriate organisation. The concern will be investigated, and you will be given the opportunity to discuss the outcomes of the investigation.

Step 2

If you are not satisfied with the explanation or reason given, you should raise the matter with the appropriate organisation such as: The Police, Environmental agency, HSE or Social services Dept.

The Public Interest Disclosure Act 1998 prevents you from suffering a detriment/termination of contract for Whistleblowing.

If the Whistleblowing has not been invoked in good faith, for example, for malicious reasons or a personal grudge, then it will make you liable for immediate termination or engagement in other disciplinary sanctions.

9F) Supervision

EYFS Link

3.27 Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.

Staff supervision sessions

The Nursery Directors and Nursery Manager have overall responsibility for Staff Supervision.

The aim of supervision sessions is to enable staff to discuss any concerns, both personal and professional, in confidence. Sessions are always recorded in strict confidence unless there is a safeguarding concern. We ensure that all members of staff have appropriate supervision and a clear understanding of their roles and responsibilities.

Supervisions should take place approximately every 6 weeks and last for up to 15 minutes. Staff must use the Hickory Dickorys 'Staff Supervision Sheet' to record each supervision session.

Amongst other things, Supervision aims to:

- Develop the knowledge, skills, and values of each individual member of the team.
- Ensures that nursery policies and procedures are embedded in all practice.
- Enable issues about safeguarding and promoting the welfare of children to be addressed.
- Supports individual members of staff who have specific responsibilities.
- Discuss any strengths and areas for development.
- To provide opportunities for mentoring.
- Provide personal and professional support for all staff.

Supervision provides opportunities for staff to:

- Discuss any personal or private issues that may have arisen.
- Discuss any issues concerning children's development or well-being.
- Identify solutions to address issues as they arise.

Peer mentoring & observations

Peer mentoring & observations provide opportunities for practitioners to evaluate their practice and build positive working relationships.

Each room leader should schedule peer observations, but these do not always need to be pre planned with the member of staff that is being observed. Staff must use the Hickory Dickorys 'Peer Observation Record Sheet' to record each observation. The Nursery Directors and Nursery Manager should oversee that Peer Mentoring and Observation sessions are taking place on a regular basis and may also undertake these observations themselves.

Peer observations should:

- Take place on a regular basis, approximately every 6 weeks.
- Take part during different times of the day to ensure that all types of interaction with others is observed.
- Have a focus area e.g. interaction, behaviour management, communication.
- Be constructive and non-judgemental, discussing areas of strength and development.
- Last approximately 15 minutes.
- Allow for the opportunity to give constructive feedback
- Be completed by all staff to ensure equality, an understanding of each other's job roles and the importance of evaluating practice.

Amongst other things, peer mentoring & observations aim to:

- Encourage mutual respect and support
- Identify opportunities for continuous professional development
- Track staff performance and areas for development
- Improve communication with and between the staff.
- Allow staff to discuss and share their experiences and learn from each other.
- Encourage staff to strive for continuous improvements for themselves, their key children/families, and the setting.
- Build strong staff relationships.

Appraisal

Staff appraisals take place on an annual basis in March. These appraisals are conducted in a private manner by the Nursery Directors.

Staff members will be given an evaluation form in the week prior to their appraisals, which they must fill out themselves and then give to the Nursery Directors. These forms will then be used as a basis for discussion during the appraisal. The Nursery Directors may also ask the room leaders for feedback on staff performance before the appraisals to ensure that staff performance can be evaluated effectively.

The main aims for appraisals are:

- To allow for discussions on personal development plans and CPD (Continuous Professional Development) requirements.
- To give clear objectives and standards, appropriate deadlines and help to achieve objectives.
- To be told in a constructive and professional way about strengths and areas for development.
- To create a strategy for improvements discussed and agreed, if appropriate.

Appraisals will also allow for staff to:

- Receive feedback on their performance.
- Clarify roles and responsibilities.
- Discuss career progression.
- Have a documented record of their individual progress.

9G) Students & Student Placements

Our setting recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We may offer placements for school pupils on work experience.

We aim to provide for students on placement with us experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education, by assigning a personal mentor for each student

EYFS Links

Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles.

Procedures

- We require students on qualification courses to meet the 'suitable person' requirements of Ofsted and have DBS.
- We require students in our setting to have enough understanding and use of English to contribute to the well-being of children in our care.
- We require schools placing students under the age of 17 years with the setting to vouch for their good character.
- We always supervise students under the age of 17 years and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short-term basis are not counted in our staffing ratios unless the manager deems them capable.
- We have Employers' Liability Insurance and Public Liability Insurance, which covers both trainees and voluntary helpers.
- We require students to follow our policies of Confidentiality and Client Access to Records (6b)
- We co-operate with students' tutors to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

9H) Induction of Staff, Students and Volunteers

EYFS Links

Providers must ensure that all staff receives induction training to help them understand their roles and responsibilities.

We provide an induction for all staff, students & volunteers to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

Procedures

- We have a written induction plan for all new staff, which includes the following:
 - Introductions to all staff and volunteers, including management committee members.
 - Familiarising with the building, health and safety and fire procedures.
 - Ensuring our policies and procedures have been read and are carried out.
 - Introduction to parents, especially parents of allocated key children where appropriate.
 - Familiarising them with confidential information where applicable in relation to any key children.
 - Details of the tasks and daily routines to be completed.
- The manager inducts new staff and volunteers. The Directors induct new managers.
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks, and routines.
- Successful completion of the induction forms part of the probationary period which is initially from 3 months with variable extensions up to 6 months.

Policy 10. Data Protection & Record Keeping

The Assigned Data Protection Officer: MRS TRUDY HOBBS

10A) General Data Protection Regulation (GDPR)

GDPR stands for General Data Protection Regulation and replaces the previous Data Protection Directives that were in place. It was approved by the EU Parliament in 2016 and came into effect on 25th May 2018.

GDPR states that personal data should be 'Processed fairly and lawfully' and 'collected for specified, explicit and legitimate purposes' and that individual's data is not processed without their knowledge and are only processed with their 'explicit' consent. GDPR covers personal data relating to individuals. Hickory Dickorys Day Nursery Limited is committed to protecting the rights and freedoms of individuals with respect to the processing of children's, parents, visitors, and staff personal data.

The Data Protection Act gives individuals the right to know what information is held about them. It provides a framework to ensure that personal information is handled properly.

The Right to be Informed

Hickory Dickorys Day Nursery Limited is a registered childcare provider with OFSTED and as so, is required to collect and manage certain data. We need to know:

- Parents names and addresses with photographs
- Parents personal and work telephone numbers
- Email addresses,
- Dates of Birth and National Insurance Numbers
- Names and contact telephone numbers of other authorised persons with photographs
- Children's full names and address
- Date of Birth and copy of Birth Certificate
- Health Visitor and Doctors contact details
- Brief medical history including previous accidents and incidents
- Details of religious requirement & Any allergies
- Details of any current and previous Care Plans
- Details of other settings attended
- Legal access documents
- Parental bank details if required
- Consent to forward progress reports to other settings/Schools

For parents claiming the Free Nursery Entitlement we are requested to provide this data to the Gloucestershire County Council. This information is sent to the Local Authority via a secure electronic file transfer system.

We are required to collect certain details of visitors to our nursery, we need to know their names, telephone numbers and where appropriate, company name. this is in respect of our Health and Safety and Safeguarding Policies.

These records are shredded after the Retention Period (included)

As an employer, Hickory Dickorys Day Nursery Limited is required to hold data on its employees:

- Full name and address
- Contact telephone number and next of kin contact details
- Email address
- Date of Birth
- National Insurance Number
- Bank Details
- Photographic ID such as Passport and/or drivers' licence
- Copy of Birth Certificate and/or marriage certificate if applicable
- Work Permit, if applicable, DBS number & date
- Medical conditions and requirements consent
- Equal opportunities information
- Religious requirements
- References from previous employments
- Copies of certificates and proof of training

This information is also required for Disclosure and Barring Service checks (DBS) and proof of eligibility to work in the UK. This information is sent via a secure electronic file transfer system to UKCRBs for the processing of DBS checks.

We also collect yearly continued DBS data which includes: Court orders, disqualifications for caring for children, offences against children, offences against adults, any barring information, barring information from working with children, knowledge of unsuitable persons you are in contact with who may be disqualified or barred from working with children or currently under investigation for any child related incidents, your own children are subject to a child protection order, your name has been placed on the DBS barring list.

The Right of Access

Hickory Dickorys Day Nursery Limited is a company registered in England and Wales. Registration Number: 08071951. Registered Office: 19 Cambray Place, Cheltenham, Gloucestershire, GL50 1JS.

At any point an individual can make a request relating to their data and Hickory Dickorys Day Nursery Limited will need to provide a response (within 1 month). Hickory Dickorys Day Nursery Limited can refuse a request, if we have a lawful obligation to retain data i.e., from OFSTED in relation to the EYFS, but we will inform the individual of the reasons for the rejection. The individual will have the right to complain to the ICO if they are not happy with the decision.

The Right to Erasure

You have the right to request the deletion of your data where there is no compelling reason for its continued use. However, Hickory Dickorys Day Nursery Limited has a legal duty to keep children's and parent's details for a reasonable time (see retention periods for records). Hickory Dickorys Day Nursery Limited retain these records for 3 years after leaving nursery, children's accident & injury requiring medical intervention and/or treatment for 19 years (or until the child reaches 21 years), and 22 years (or until the child reaches 24 years) for Child Protection Records. Staff records must be kept for 6 years after the member leaves employment before they can be erased. This data is archived securely offsite and shredded/ or burned after the legal retention period.

The Right to Restrict Processing

Parents, visitors & staff can object to Hickory Dickorys Day Nursery Limited processing their data. This means that records can be stored but must not be used in any way, for example reports or for communications.

The Right to Data portability

Hickory Dickorys Day Nursery Limited requires data to be transferred from one IT system to another: such as, from Hickory Dickorys Day Nursery Limited, to shared settings and to Tapestry Online Learning Journal. These recipients use secure file transfer systems & have their own policies & procedures in place in relation to GDPR.

The Right to Object

Parents, Visitors & Staff can object to their data being used for certain activities like marketing or research, written confirmation must be obtained for any objections.

Storage & Use of Personal Information

All paper copies of children's & staff records are kept in locked filing cabinets in the office of Hickory Dickorys Day Nursery Limited. Members of staff can have access to the child information files, but information taken from the files about individual children is Confidential and apart from archiving, these records always remain onsite. These records are shredded after the relevant retention period.

Information about individual children used in certain documents such as:

A Daily Register, Medication forms, Referrals to external agencies, Shared information within other settings children are currently attending. These records are shredded after the relevant retention period.

Hickory Dickorys Day Nursery Limited collects a large amount of personal data every year including names, addresses & emails of those on the waiting list. These records are shredded if the child does not attend or added to the child's file & stored appropriately. Information regarding families' involvement with other agencies is stored in paper format & this information is kept in a locked filing cabinet in the office at Hickory Dickorys Day Nursery Limited. These records are shredded after the relevant retention period.

Upon a child leaving Hickory Dickorys Day Nursery Limited and moving onto another childcare setting or school, data that is held on the child may be shared with the receiving setting/School. Such information will normally be set via the Postal service or via a secure file transfer system. On occasions the parent/ carer will be given the data to deliver personally.

Hickory Dickorys Day Nursery Limited stores personal data held visually in photographs, video clips or as sound recordings, unless written consent has been obtained via the Child Confidential Record. No names are stored with images or digital displays, or the website or on Hickory Dickorys Day Nursery Limited's social media site.

Access to all office computers & Tapestry Online Learning Journal are password protected and accessed by the Company Directors & The Senior Managers, when a Senior Manager leaves the company, these passwords are changed in line with this policy & our Safeguarding procedures through our use of phones, cameras and ICT equipment policy (6). Any portable data storage used to store personal data e.g. USB memory sticks, are stored in a locked cabinet.

Please see Hickory Dickorys Day Nursery Limited Retention Periods for Records included in the additional information section.

10B) Confidentiality and Client Access to Records

EYFS Links

3.78 Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them.

'Confidential information is information that is not normally in the public domain or readily available from another source, it should have a degree of sensitivity and value and be subject to a duty of confidence. A duty of confidence is when one person provides information to another and expects that the information will be held in confidence'.

In our setting, staff and managers have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet the Data Protection Act (2018) and the Human Rights Act (1998)

Parents may request access to any confidential records held on their child and family following the procedure below:

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the setting leader or manager.
- The setting leader sends a written acknowledgement.
- The setting commits to providing access within 14 days although this may be extended
- The setting Leader prepares the file for viewing.
- Other third parties are consulted and may also include workers from any other agency.
- A copy of the complete file is taken.
The setting Leader removes any information which has not been consented to.
An explanation of the file is given to the requested parent before handing over the file

Legal advice may be sought before sharing the file.

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

Please also see our policy on Safeguarding Children and Child Protection (1).

Confidentiality procedures

We check whether parents regard the information they share to be confidential or not. Sometimes parents share information about themselves with other parents as well as staff; the setting will not be held responsible for information shared beyond those parents whom the person has 'confided' in.

Information shared between parents is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.

We inform parents when we need to record confidential information beyond the general personal information we keep (see our Children's Record's Policy) (6e).

We keep all records securely (see our Children's Record Policy).

10C) Transfer of Records

EYFS Links

3.77 Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

We recognise that children sometimes move to another early years setting before they go on to school. We prepare children for these transitions and involve parents and the receiving setting or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer, Parental consent is given in advance (upon entry to setting).

Confidential records are shared where there have been Safeguarding concerns according to the process required by our Local Safeguarding Children Executive. The procedure guides this process and determines what information we can and cannot share with a receiving school or setting.

Procedures

Transfer of development records for a child moving to another early years setting or school

Key Persons will prepare a summary of achievements in the seven areas of learning and development, using the Gloucestershire Summative Development Record for Transition

This record refers to

- any additional language spoken by the child and progress in both languages.
- any additional needs that have been identified or addressed by the setting.
- any special needs or disability, including whether a CAF was raised in respect of SEND, and the name of the lead professional.
- Any CIN plans.

The record contains a summary by the key person and of the parent's view of the child.

The document may be accompanied by other evidence such as photos or drawings.

When a child transfers to school, most local authorities provide an assessment summary format or a transition record, which we will follow where applicable.

Transfer of confidential information

The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in the setting and what was done about them.

A summary of the concerns will be made to send to the receiving setting or school along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Executives will stipulate the forms to be used and provide these.

Where a CAF has been raised in respect of any welfare concerns the name and contact details of the lead professional will be passed on to the receiving setting or school.

Where there has been a child protection concern the name and contact details of the child's social worker will be passed on to the receiving setting or school – regardless of the outcome of the investigation.

This information is posted or taken to the school or setting, addressed to the setting or school's designated person for child protection and marked confidential.

10D) Provider Records

We keep records and documentation for the purpose of maintaining the business. These include:

- Records pertaining to our registration.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of staff including their name, home address and telephone number.
- Names, addresses and telephone numbers of anyone else attached to the setting.

These confidential records are maintained about the framework of the Data Protection Act (2018) and the Human Rights Act (1998).

Procedures

- All records are the responsibility of the management who ensure they are kept securely.
- Financial records are kept up to date for audit purposes.
- Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted Registration Certificate is displayed. Registration Number is: EY471709
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.
- We notify Ofsted (Office For Standards In Education) of any change:
 - In the address of the premises
 - To the premises which may affect the quality of childcare we provide
 - To the name and address of the provider, or the provider's contact information
 - To the person(s) managing the provision
 - Any significant event which will affect our suitability to look after children or
 - Any other event as detailed in the Statutory Framework for the Early Years Foundation Stage (EYFS)

10E) Children's Records

We have record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the Data Protection Act (2018) and the Human Rights Act (1998).

Procedures

We keep two kinds of records on children attending our setting:

Developmental records using the online system 'Tapestry'

These include observations of children, photographs, video clips and samples of their work and summary developmental reports.

These can be freely accessed and contributed to by staff, the child, and the child's parents. Parents are emailed a secure link in which to access their own child's journal.

Personal records

These include registration and admission forms, signed consent forms, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.

These confidential records are stored in a lockable cabinet in the Nursery Office and are kept secure by the person in charge.

Parents have access to these files/records on their own child in accordance with our Client Access to Records Policy. They do not have access to information about any other child.

Staff will only discuss personal information given by parents with senior members of staff, which may affect planning for the child's needs. Staff induction includes a confidentiality clause.

We retain children's records for three years after they have left the setting in accordance with our retention period. Records that relate to an accident or child protection matter are kept until 21 years of age. These are kept in a secure place.

Other records

We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person

Students, volunteers, and work experience trainees are advised of our confidentiality policy and are required to respect and act upon it.

Any breach in confidentiality by staff, students & volunteers, paid or unpaid, will result in disciplinary action and information of this will be kept on file.

Consent:

Parents have a right to be informed that their consent to share information will be sought in most cases, other than Child Protection issues.

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought.
- We collect consent on the Child Confidential Sheet in advance.
- Parents sign a form at registration to say they understand this.
- Parents give written consent about any additional needs and development summaries to be transferred to the next provider/school.
- Parents give written consent for the setting to use tapestry.

Legal framework:

Data Protection Act 2018

Human Rights Act 1998

Hickory Dickorys Day Nursery Ltd
Policy 11. Legislation

11A) Staff: Child Ratios

EYFS Links

3.35 Providers must ensure that children are adequately supervised, including whilst eating, and decide how to use staff to ensure children's needs are met.

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage (2014) to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Service in accordance with statutory requirements.

Procedures

To meet this aim, we use the following ratios of adult to children:

Children under two years of age: 1 adult to 3 children

- At least one member of staff holds a full and relevant level 3 qualification and is suitably experienced to working with children under two.
- At least half of other staff holds a full and relevant level 2 qualification.
- At least half of all staff have received training that specifically addresses the care of babies; and
- The member of staff in charge of the room has suitable experience of working with under twos.

Children aged two years: 1 adult: 4 children

- At least one member of staff holds a full and relevant level 3 qualification: and
- At least half of other staff hold a full and relevant level 2 qualification

Children aged 3 years and over: 1 adult: 8 children

- At least one member of staff holds a full and relevant level 3 qualification: and
- At least half of other staff hold a full and relevant level 2 qualification

We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements where a Qualified Teacher, Early Years Professional or other suitable level 6 qualified person is working directly with children aged three and over is as follows:

- There is at least one member of staff for every 13 children: and
- At least one other member of staff holds a full and relevant level 3 qualification
- A minimum of two staff/adults are on duty at any one time.

11B) Promoting Fundamental British Values

We will promote the fundamental British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance for those with different faiths and beliefs which are imbedded in the Early Years Foundation Stage 2014 (EYFS). Staff are trained during their induction on how to promote Fundamental British Values.

What are British Values?

British values are a set of four values introduced to help keep children safe and promote their welfare.

They are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance

Democracy

Making decisions together – as part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development. For example, giving opportunities to develop enquiring minds as a group, in an atmosphere where questions and opinions are valued. When appropriate the children can demonstrate democracy in action, for example, sharing their views with a show of hands.

Rule of Law

Understanding rules matter - As cited in Personal, Social and Emotional Development. Staff encourage children to understand their own and others' behaviour and its consequences, learning to distinguish right from wrong and collaborating to create rules and codes of behaviour.

Individual Liberty

Freedom for All - As part of the focus on self-confidence and self-awareness and people and communities as cited in Personal, Social and Emotional Development and Understanding the World. We allow children to take risks, talk about their experiences, reflect on their differences and similarities, understanding that we are free to have different opinions and discuss our feelings to enhance their confidence and self-esteem.

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. Staff will encourage and explain the importance of tolerant behaviours such as sharing and taking turns listening to others and respecting other opinions.

11C The Prevent Duty

The Prevent Duty became law in 2015. This is a duty on all schools and registered early years providers to have due regard to preventing people being drawn into terrorism.

In order to protect children in our care, we must be alert to any reasons for concern in the child's life at home or elsewhere. This includes having an awareness of the expression of extremist views.

In England, the Early Years Foundation Stage (EYFS) places a clear duty on providers to keep children safe and promote their welfare. It is our responsibility to follow the Statutory Guidance on The Prevent Duty in order;

"To have due regard to the need to prevent people from being drawn into terrorism"

Through in-house and induction training, staff are made aware of the importance of The Prevent Duty and how to recognise the signs of radicalisation and of children and their families being drawn into terrorism.

There are 4 General Themes of the Prevent Duty, these are:

Risk Assessment: This means being able to demonstrate both a general understanding of the risks affecting children and understand how to identify individual children who may be at risk. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Working in Partnership: We work in partnership with the GSCE. Effective engagement with parents/family is important to help spot signs of radicalisation. We will assist and advise families who raise concerns to us.

Staff Training:

We will train staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. There is training available where needed to assist staff with awareness.

IT Policies:

We will ensure that children are safe from Terrorist and Extremist material when accessing the internet and ensure that suitable filtering is in place.

In order for childcare providers to fulfil the prevent duty it is essential that staff are able to identify children who may be vulnerable to **Radicalisation & Extremism*** whether this comes from within the family or are the product of outside influences, we do this by noticing changes in behaviour and/or displaying concerning behaviour.

- *"Radicalisation" refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people i.e. children being drawn into terrorist-related activity*
- *"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. Also included in the definition of extremism are calls for the death of the members of our armed forces, whether in this country or overseas.*

We help to build pupils resilience to radicalisation by promoting **Fundamental British Values**. This assists in their development of Personal, Social & Emotional Development and Understanding the World

Further Reading: Full Departmental Advice for Schools and Childcare Providers is available to view: The Prevent Duty June 2015

11D) Children In Care

Our setting is committed to providing a quality provision based on equality of opportunity for all children and their families. All staff are committed to doing all they can to enable 'children in care' to achieve and reach their full potential.

We place emphasis on promoting children's right to be strong, resilient, and listened to. Our policy and practice guidelines for looked after children are based on these 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 with their key person to be able to cope with further separation, a new environment and new expectations made upon them.

We recognise that children in care have often experienced traumatic situations; physical, emotional, or sexual abuse or neglect. However, we also recognise that not all children in care have experienced abuse and that there are a range of reasons for children to be taken into 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 impact on their emotional well-being.

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.

Definition of 'Children in Care' (CIC):

Children and young people become 'in care' 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 CIC 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)

Principles

- The term 'Children in Care' 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 CIC.
- We **do not offer** placements for babies and children under two years who are in care; we offer instead other services to enable a child to play and engage with other children where their carer stays with them.

- In exceptional circumstances, we offer places to two-year-olds who are in care. In such cases, the child should have been in foster care for at least two months and show signs of having formed a secure attachment to the carer, we expect that the placement in the setting will last a **minimum of three months**.
- We offer places for funded two, three and four-year-olds in care to ensure they receive their entitlement to early education. We expect that a child will have been in foster care for a minimum of one month and has formed a secure attachment to the carer. We expect that the placement in the setting will last a **minimum of six weeks**.
- We aim to offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

Procedures

- The person for looked after children is the **Designated Safeguarding Lead (DSL)**.
- 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 social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially about the birth parents or foster carer's role in relation to the setting without prior discussion and agreement with the child's social worker. Access to the child whilst attending the setting is via the Social Workers consent, therefore limiting access to parents/extended family.
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs.
- The care plan will set out the individual needs and the following points to be considered.
 - Emotional and development needs
 - Additional needs
 - Information sharing and reports
 - Parental contact
 - Agreements
 - Settling-in sessions and agreements for collection procedures
 - Observations and assessments of the child, including transitions to other settings/school
 - Further concerns

11E) Government & Local Legislation

We have due regard for all relevant government legislation, these include:

The Children Act 2004

The Children Act 1989 allocates duties to local authorities, courts, parents, and other agencies in the United Kingdom, to ensure children are safeguarded and their welfare is promoted.

Section 11

Section 11 places duties on a range of organisations, agencies, and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.

Section 17

Section 17 states that it is the general duty of every local authority to safeguard and promote the welfare of children within their area who are in need; and so far, as it is consistent with that duty, to promote the upbringing of such children by their families.

The Childcare Act 2006

The Childcare Act 2006 sets out the following legal duties.

- Local authorities are required to ensure sufficient childcare.
- Local authorities are required to provide information to parents and families.
- Agencies are required to work together and integrate services.
- The Act introduces the education and care framework (EYFS).
- The Act reforms regulation and inspection with the introduction the Ofsted registers.
- Local authorities are enabled to gain and record information to support future funding.

The Equality Act 2010

The Equality Act is the most significant piece of equality legislation for a generation. It simplifies, streamlines, and strengthens law, ending the tangle of equality legislation. It consolidates discrimination law within a single Act and aims to end the discrimination that blights so many people's lives.

Children and Families Act (2014) and the Special Educational Needs and Disability Code of Practice (2015)

The SEND Code of Practice (2015) states that to achieve better education outcomes, all children and young people should be entitled to an education that enables them to achieve. This means equal participation of children, young people and their parents in decisions being made about services, and an improvement in educational outcomes.

Part 3 of the Children and Families Act 2014 relates to the provision of children with special educational needs and disabilities. Since September 2014, all funded early years settings must have regard for the new Code of Practice, which sets out the provision of the new Act.

11F) Safer Working Practice

All staff have a responsibility to be aware of systems within their setting which support safeguarding, and this is explained to them as part of staff induction and in regular staff training sessions. This includes the setting's child protection policy and staff policy which is followed & contained within the document:

Guidance for safer working practice for adults who work with children and young people (2014)

An overview:

All staff have a responsibility to keep pupils safe and to protect them from abuse (sexual, physical, and emotional), neglect and safeguarding concerns. Children have a right to be safe and to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure their safety and well-being. Failure to do so may be regarded as professional misconduct.

Employers have duties towards their employees and others under Health and Safety legislation which requires them to take steps to provide a safe working environment for staff. Legislation also imposes a duty on employees to take care of themselves and anyone else who may be affected by their actions or failings. An employer's Health and Safety duties and the adults' responsibilities towards children should not conflict. Safe practice can be demonstrated through the use and implementation of these guidelines.

Staff should understand their responsibilities to safeguard and promote the welfare of children.

- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work, in an open and transparent way.
- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded.
- Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern.
- Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief, and sexual orientation.
- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children.
- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct.
- Staff and managers should continually monitor and review practice to ensure this guidance is followed
- Staff should be aware of and understand their establishment's child protection policy, arrangements for managing allegations against staff, staff behaviour policy, whistle blowing procedure and their Local Safeguarding Children Executive LSCE procedures.

Further Information

Domestic Violence (2015)

Definition: **Domestic** abusers who control victims via social media or spy on them online could face up to five years in prison under a new **law** which is now in force. The **legislation** will target those who subject spouses, partners and family members to psychological and emotional torment but stop short of **violence**

For the offence to apply, the pattern of behaviour alleged must have a "serious effect" on the victim. This means they must have either feared violence will be used against them on at least two occasions or they have been caused serious alarm or distress which has a "substantial adverse effect" on their usual day-to-day activities.

The setting will respond to all signs of Domestic Abuse cases using the new legislation and guide the victim to appropriate support.

MARAC

MARAC stands for **Multi-Agency Risk Assessment Conference**. The Domestic Violence MARAC is a meeting where agencies talk about the risk of future harm to people experiencing domestic abuse and if necessary, their children, and draw up an action plan to help manage that risk.

Sexual Offences Act 2003

An Act to make new provision about sexual offences, their prevention, and the protection of children from harm from other sexual acts, and for connected purposes. [20th November 2003]

http://www.legislation.gov.uk/ukpga/2003/42/pdfs/ukpga_20030042_en.p

MAPPA

Multi Agency Public Protection Arrangements or **MAPPA** is the process through which the police, probation and prison services work together with other agencies to assess and manage violent and sexual offenders to protect the public from harm.

Section 11 (Children Act 2004)

Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, have regard to the need to safeguard and promote the welfare of children.

"All staff must have placed upon them the clear expectation that their primary responsibility is to the child and his or her family."

(Lord Laming in the Victoria Climbié Inquiry Report)

MASH

Multi-Agency Safeguarding Hub (MASH) is an agency set up in Gloucestershire with a responsibility to protect children and vulnerable adults. They work together to gather information for safeguarding referrals. MASH is made up of

- Gloucestershire County Council Children Services
- Gloucestershire County Council Adult Safeguarding Team
- Gloucestershire County Council Education Services
- Gloucestershire Police Youth Support Service
- Gloucestershire health community
- Gloucestershire Domestic Abuse Support Service (GDASS)

Parental substance misuse

Parents and carers who misuse substances (alcohol & drugs) often have chaotic, unpredictable lifestyles and may struggle to provide their children with safe care and clear boundaries. Parental substance misuse can have a negative impact on children at each stage of their development. Living in a household where a parent or carer misuses substances does not mean a child will experience abuse, but it is a risk factor. Practitioners need to work with children and families to identify, assess and, where necessary, intervene to minimise the impact of substance misuse (Bogg, 2013) (www.nspcc.org)

Parental mental health

Living in a household where parents or carers have mental health problems doesn't mean a child will experience abuse or negative consequences. Most parents can give their children safe and loving care.

When we talk about mental health problems we mean diagnosable mental health conditions, like depression, anxiety disorders, schizophrenia, bipolar disorder, and personality disorders. It is important to remember that most parents or carers who experience mental ill health will not abuse or neglect their children. Practitioners need to assess whether a parent or carer's mental health problems pose a risk to the child's safety and wellbeing. They also need to think about whether the everyday stresses of parenting are having a negative effect on their mental health. This requires a holistic assessment of the child's development, the parent or carer's ability to meet the child's needs and the impact of broader family and environmental factors. (www.nspcc.org)

Child sexual exploitation

Child sexual exploitation (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money, or affection because of performing sexual activities or others performing sexual activities on them.

Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed and exploited online.

Child sexual exploitation is a hidden crime. Young people often trust their abuser and don't understand that they're being abused. They may depend on their abuser or be too scared to tell anyone what's happening. Child sexual exploitation doesn't always involve physical contact and can happen online. (www.nspcc.org)

Child trafficking & modern slavery

Child trafficking and modern slavery are child abuse. Children are recruited, moved, or transported and then exploited, forced to work or sold. Children are trafficked for:

- child sexual exploitation
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another. Trafficked children experience multiple forms of abuse and neglect. (www.nspcc.org)

Forced Marriage

A forced marriage is a marriage that takes place without the full and free consent of both parties. It is against the law and offenders can go to prison for up to 7 years. Force can include:

- physical force
- emotional pressure
- being threatened
- being a victim of psychological abuse.

Children may have been told they are going on a normal holiday and don't realise they are going to be married to a stranger. Once they're abroad, it can be difficult to get help and stop the marriage. (www.nspcc.org)

'Honour' based violence

'Honour' based violence (HBV) is a form of domestic abuse which is perpetrated in the name of so called 'honour'. The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce, inappropriate dress or make-up and even kissing in a public place. HBV can exist in any culture or community where males are in position to establish and enforce women's conduct. (www.domesticviolencelondon.nhs.uk)

Gender identity

Gender identity is the personal sense of one's own gender. Gender identity can correlate with assigned sex at birth or can differ from it. All societies have a set of gender categories that can serve as the basis of the formation of a person's social identity in relation to other members of society. (en.wikipedia.org/wiki/Gender_identity)

Sexual identity

Sexual identity is how one thinks of oneself in terms of to whom one is [romantically](#) or [sexually](#) attracted. (en.wikipedia.org/wiki/Sexual_identity)

Safer recruitment

Safer recruitment is a set of safe practices to help to recruit staff and volunteers who are suitable to work with children and young people. It includes laws, rules and guidance. Safer recruitment should be a continuing process of improvement. It is a vital part of creating a safe culture in your organisation to keep children from harm (www.nspcc.org.uk)

Fabricated or induced illness

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. FII covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness. (www.nhs.uk)

Safer working practice

Safer working practice is guidance created for adults working with children. It is important that all adults working with children understand that the nature of their work and the responsibilities related to it, place them in a position of trust. This practice guidance provides clear advice on appropriate and safe behaviour for all adults working with children in paid or unpaid capacities, in all settings and in all contexts.

Domestic abuse and violence

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes emotional, physical, sexual, financial, or psychological abuse.

Abusive behaviour can occur in any relationship. It can continue even after the relationship has ended. Both men and women can be abused or abusers.

Domestic abuse can seriously harm children and young people. Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships.

(www.nspcc.org.uk)

Hate Crime

Something is a hate incident if the victim or anyone else think it was motivated by hostility or prejudice based on one of the following things:

- disability
- race
- religion
- transgender identity
- sexual orientation.

This means that if you believe something is a hate incident it should be recorded as such by the person you are reporting it to.

GSCE (Gloucestershire Safeguarding Children's Executive)

SPREAD OF VIRUS BY DROPLET	ALL	SOCIAL DISTANCING MEASURES 2M WHERE POSSIBLE. FACE COVERINGS WHEN 2M MEASURES UNAVOIDABLE. FACE COVERINGS FOR PARENTS WHO ENTER THE BUILDING. GLOVES, TISSUES & APRONS AVAILABLE IN ALL ROOMS	SIDE BY SIDE OR BACK TO BACK WORKING. FACE COVERINGS
TRANSFER OF VIRUS	ALL	(20 SECOND) HAND WASHING FACILITIES AVAILABLE EACH FLOOR. ANTIBACTERIAL SOAP AND HAND GEL AVAILABLE. GLOVES AVAILABLE WHERE REQUIRED OR REQUESTED. ALL TOYS, SOFT FURNISHINGS, HARD TO CLEAN TOYS & SURFACES DISINFECTED AFTER USE, AND DAILY CLEANING SCHEDULES REVISED	GLOVES TO BE DISPOSED OF AFTER EACH USE.
CLOSE CONTACT SPREAD	ALL	SOCIAL DISTANCING MEASURES 2M WHERE POSSIBLE. NO PHYSICAL ENTRY INTO BUILDING BY PARENTS/VISITORS. 3 ENTRANCE/EXITS ARRANGED. SIDE BY SIDE/BACK TO BACK WORKING IF 2M UNAVOIDABLE SMALL GROUPS OF CHILDREN, LIMIT MIXING	STAFF REMAIN IN OWN ROOMS WHERE POSSIBLE LUNCHESES STAGGERED. SMALL GROUPS & MOVEMENT BETWEEN ROOMS REDUCED.
CHILD OR ADULT DISPLAYING SYMPTOMS	ALL	CHILD: EXCLUSION IMMEDIATELY FOR 7 DAYS – TEST NEGATIVE REQUIRED BEFORE RETURN INCLUDING FAMILY. ADULT: EXCLUSION IMMEDIATELY FOR 7-14 DAYS – TEST NEGATIVE REQUIRED BEFORE RETURN DISINFECTION OF ALL SURFACES/FABRICS/TOYS IN CONTACT	IMMEDIATE LOCALISED EXCLUSION IN NURSERY. 2M DISTANCE WHERE POSSIBLE. FACE COVERINGS WORN.
CONFIRMED CASE OF COVID-19 (IN NURSERY)	ALL	EXCLUSION FOR DURATION OF VIRUS AT PRESENT 14 DAYS – TEST NEGATIVE BEFORE RETURN. FULL DEEP CLEAN OF NURSERY – CLOSURE MAY BE REQUIRED RIDDOOR MAY BE CONTACTED	OTHER STAFF MAY TAKE TEST
CONFIRMED CASE OF COVID -19 (IN FAMILY)	ALL	EXCLUSION OF CHILD FOR 14 DAYS. CONFIRMED NEGATIVE TEST FOR FAMILY BEFORE RETURN TEST & TRACE PROCEDURES ACTIVATED	

SUN SMART POLICY



Hickory Dickorys Day Nursery Sun Smart Policy

At Hickory Dickorys we acknowledge the importance of sun protection and want staff and children to enjoy the sun safely. We will work with staff and parents to achieve this through:

EDUCATION - these measures are in place from now on:

- Children will have a Sun Smart story at the start of the Summer Term
- Children will engage in activities to highlight the sun protection message
- Parents and Guardians are made aware of the Sun Protection policy and Procedure.

PROTECTION - this is more of an ongoing process.

Shade:

- When the sun is strong we will encourage children to play in the shade where available.
- We have areas of shade and can provide pop-Up style tents.
- The garden is 3/4 shaded for most of the day, due to the tree.

Timetabling:

- Children will spend time playing outside before 11am and after 3pm.

Clothing:

- Children will wear hats that cover their ears, neck and face between 11am –3pm.
- The nursery provides hats for children who have forgotten them.
- Staff agree to wear hat when outside to set a good example

Sunscreen:

- We send letters home for permission to apply sunscreen on days when the sun is strong.
- Children will bring in their own clearly labelled bottles of Sunscreen. The nursery provides sunscreen of factor 50+.

We will monitor our progress and review the policy annually.

TOP 10 POTTY TRAINING TIPS

- 1. Drink Plenty:** Make sure your child is having 6-8 drinks of water-based fluid a day, to help keep their bowel and bladder healthy. Avoid fizzy drinks, drinks with caffeine in them and sugary drinks. Don't limit their drinks to help them stay dry as it does not work. The bladder needs to be filled and emptied properly to keep it working well.
- 2. Check for Constipation:** Your child should poo at least 4 times a week and the poo should be soft and easy to pass. If they're passing hard poos or going less often than this, they may be constipated. Leaking, runny poo can also be a sign of constipation.
- 3. Use easy clothing:** Clothes that are easy to pull up and down are the best; avoid fiddly zips and buttons. Choose clothes that are easy to wash and dry. It can help to practice getting dressed and undressed. Let your child choose their own pants and practice wearing them to get used to the feeling. When on external trips, you can let your child wear their pants UNDER the nappy, this allows them to feel the sensation of wet without unnecessary upset through accidents.
- 4. Pick a Potty:** Let your child choose a potty if you are going to use one. Keep it in the bathroom and let them practice sitting on it, you might want to have more than one potty to begin with. If you are using a children's toilet seat, let your child choose it and a foot stool to help support them whilst on the toilet.
- 5. Get into a routine:** Don't ask your child if they need a 'wee' or 'poo' as they might not know what this is to begin with. Call it 'potty time' or 'toilet time' and go every couple of hours.
- 6. Keep it short:** Don't let them sit for too long on the potty or toilet, two or three minutes if fine. Keep some toys handy to occupy them while they sit.
- 7. Encourage boys to sit down to wee:** They might also need a poo and sitting down will also help them to go. They may empty their bladder better sitting down too.
- 8. Be Consistent:** If your child is looked after by a relative or goes to nursery/childminder make sure you let them know that you are starting potty training and the way you are planning to do it. It really helps that everyone that is caring for your child is doing the same thing.
- 9. Give lots of praise:** For each little step like sitting on the potty, washing hands and getting dressed, rewards are a good incentive, make them small and instant like a sticker.
- 10. Be patient:** Potty training is a skill which may take some time to learn, so don't be surprised if there are lots of accidents to start with. You might decide that your child isn't ready after all, in which case stop potty training and have another go in a few weeks.



○ OUR LOCAL OFFER



We pride ourselves on offering a balanced and all-inclusive environment for our families. All families are different and some require more support and guidance than others, it is therefore important that lines of support are put in place early in a young child's life, should they be needed, as this provides life-long mental health benefits and resilience in adulthood.

Believe it or not, the simplest things that we offer here at Hickory Dickorys Day Nursery could have a lasting impact upon you, your family and most importantly, your child.

Some of the help and support mechanisms to help you enter nursery with confidence are included. This could range from joining a free baby play session where you can meet other parents and make new friends. Helping yourself to our overflow of milk and a free sample of a toilet training pack. Other more specific help could include a Health Visitor or Speech and Language Therapist, we try to ensure all the needs of our families is met.

Trudy & Sharon ☺

Sibling Discounts

We offer a sibling discount of 10% and 5% for a 2nd and 3rd sibling in attendance in the same year.

GOVERNMENT FUNDING & WORKPLACE VOUCHERS

***The nursery accepts Government Funding for 9m, 2yr, 3yr & 4yr old children for 15 hours funded care. *The nursery accepts Government Funding for the extended 15 hours (30hrs). The 30-hour allocation must be taken for a full year attendance & is accessed by parents and not the nursery.**

Workplace and Tax-Free Childcare Vouchers are accepted from all sources & can be used to pay the non-refundable Registration Fee if applicable.

ENTRANCE & ADDITIONAL FACILITIES

- A personal 30 mins to 1-hour pre-tour of the nursery and its facilities is arranged beforehand with a senior staff member. You will also receive a Nursery Prospectus prior to visiting
- A personal pre-arranged visit to the group for 1 hour at a time with your child, up to 3 visits are complimentary. (Reg Fee secured)
- A comprehensive portfolio of policies and important documents.
- Introduction to a Key Person to help with settling-in sessions and questions.

- An optional **Home Visit** prior to commencing nursery.
- Some **FREE** 'Stay & Play', 'Messy Dads' or 'Baby Massage' sessions.
- Signpost to your Local Children's Centre for additional services or support.
- An annual 'Get-together' during the summer, for all families.
- Regular Coffee mornings for meet and greet.

- **EXTERNAL OPPORTUNITIES FOR ALL**
- Opportunities for outdoor play, park walks, library visits, visiting the dentist and shop visits are provided free of charge. We also discuss Road Safety Sense and personal safety.

- **OUR HEALTH & WELLBEING**
- **FREE** milk when kitchen stocks are overflowing.
- **FREE** recipe ideas from our fully qualified Chef.
- **FREE** toilet training packs & support when your child is ready.
- **FREE** 'Stay & Play' Sessions
- 'Cracking Capture' Professional Photographer (additional charge for prints)
- **FREE** 'Parents Guides' on a variety of family topics such as: - Domestic Violence, dummies, Technology & Tantrums.
- Our kitchens are **5*** Food Hygiene rated and provide well balanced and nutritious meals with consideration given to religious and dietary requests. We offer '5-A-Day' fruit and vegetables within our meals.'
- ALL meals are included with PAID care.
- *Government Funded sessions require purchase of our meal package

- **ADDITIONAL COMPLIMENTARY OFFERS.**
- Summer Graduation Ceremony & party for school-aged children.
A 'Birthday Tea' for your child is they are in attendance 0-5yrs.
Christmas Parties 0-5yrs & Christmas Production 3-5yrs.
Cultural Celebration Days 0-5yrs.

- **OUR SOCIAL OFFER.**
- Coffee Mornings, all parents & family members welcome.
- Cake, Toys & Book Sales (donation request)
- Raffle & Fundraising Activities (donation request)
- Cinema, Soft Land, Bus trips 2-5yrs (donation request)
- Link to the Early Help Partnership for EAL & translation support, to enhance our fully inclusive setting

- **OUR OFFER OF INCLUSIVE CARE**
- We offer fully inclusive care plans for 0-5yrs of age, including, drinks, snacks and meals. All

- We offer fully inclusive care plans for 0-2yrs of age, including, branded nappies, creams, wipes, drinks, snacks and meals .
- **'TAPESTRY' ON-LINE JOURNAL (0-5YRS) & PROGRESS CHECKS (2YRS)**
- A full record of your child's development and achievements throughout the EYFS is uploaded regularly to your personal password-encrypted e-mail using 'Tapestry.
- Written Progress Reports inform you of overall development including the statutory Progress Check at 2 years.
- Parents Evenings are hosted twice a year (Autumn & Spring) 0-5yrs.
- Pre-School Leaver afternoons are usually hosted to sign the 'Transfer-to-School' Document.
- **PERSONAL DAILY DIARY (0-3 YRS) & CROSS COMMUNICATION DIARY (0-5YRS)**
- We offer a daily diary for children 0-3yrs, written by your child's key person or buddy.
*If your child attends another setting then communication between them is essential for providing stability. This diary enables both settings to provide similar learning goals and build on achievements.

PARENT & FAMILY COMMUNICATION.

Two-way communication is key to successful partnerships.

- Our policies, procedures and prospectus are provided in PDF format to all parents of the nursery and can be translated into other common languages.
- Termly newsletters give information & news about the nursery.
- Bulletin emails and Facebook uploads are sent with reminders and quick news.
- Managers and the Directors are available to discuss any aspect of the nursery day.
- We offer an open-door policy, or we can make an appointment to see you.
- We can arrange for a translator where EAL families are present.
- **SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) & SAFEGUARDING**
- We offer a fully experienced Special Educational Needs & Disabilities Coordinator (SENDCo) who has a duty to recognise and make available the support and specialist services that a child may require. We may access the Graduated Pathway of Early Help & Support, Educational Psychologist Assessments, Holistic Therapists and more.
- The setting has a Designated Safeguarding Lead (DSL) and a Deputy (DDSL) who have a duty to be proactive in recognising, supporting and guiding families if children appear to be, or are subconsciously involved in an environment which could put them at risk now or in the future. The DSL will coordinate with the GSCE, MASH and The Early Help Partnership to arrange the most suitable level of help and services for families.
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- **Please feel free to enquire without prejudice should you wish to access any of these services that are not already provided to you. 01242 574362**
PARENTS ARE REQUIRED TO DIRECTLY INFORM THE KEY PERSON OR THE SETTING OF THIS