



# Policies and Procedures

Updated January 2023

# **Policies and Procedures**

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## Our Mission Statement

*“Together we can make a difference”*

We believe that children’s experiences in their earliest years are critical to their development and wellbeing. Within our tailored approach to Early Years Education we provide a programme of learning that meets the individual needs of each child whilst ensuring families feel supported to provide these experiences within the home.

Together we’re making a difference to Early Childhood experiences.



## Our Approach

**"It takes a village to raise a child"**

*African Proverb*

At Heaton House we incorporate long-trusted teaching methods with the very best of modern child development thinking to create our own fresh approach. We take on board a vast array of early years theorists and philosophers within our practise to give children the very best early years experiences.

### **Maria Montessori**

Children are given the freedom to work at their own pace, making their own choices and correcting their own mistakes. We focus on respecting the unique individuality of each child and on cultivating their respect for others, the community and the environment.

### **Reggio Emilia**

Educators inspire curiosity by researching new ideas and topics with the children. We also use the nursery environment as a 'third teacher' to create new learning experiences

### **Jerome Bruner**

Inspired by Bruner, we use a form of progressive repetition or 'spiral' learning. We explore questions and experiences with children which we revisit throughout their time at nursery, developing ideas with increasing depth.

# How do we deliver our Learning approach?

To deliver our approach we focus on a number of key aspects.

## **Powerful Play**

Play is at the heart of all our learning. As Albert Einstein once said 'Play is the highest form of research' and is how we learn. We deliver our curriculum through play based experiences designed to encourage, thrill and excite children in their learning experiences.

## **Educated Educators**

There is a direct link between the quality of education that our educators receive and the quality of the education that they provide. At Heaton House we have a strong focus on professional development and an aspiration to continue to create inspirational early years practice that benefits each child within our nursery. The Heaton House Academy supports our educators with both training through online and face to face sessions along with mentoring.

## **Bespoke Curriculum**

Our programme of learning is designed for each individual child, based on development, needs and interests. It is devised on a daily basis through our personalised planning process. Learning is shared with parents and carers creating a two way channel of communication surrounding each child. Together with families we celebrate the achievements of each child however large or small.

## **Inspired Teaching**

Specific teaching strategies, influenced by the philosophical thinkers within Early years, shape our teaching and curriculum. We continuously engage in professional develop to enhance our teaching and the experience of the children. The children learn through a variety of mediums allowing them to find a way that suites their own needs.

## **Family and Community at the Heart**

Family is the core of everything we do. We build positive relationships with our families right from the moment they enter on a tour, through our daily conversations and events. Having a deep rooted relationships with families allows us to understand each families individual circumstances and unique needs. It allows us to provide support and assistance in a non-judgemental manner. Our team provide a friendly and caring environment, not only to our children, but each child's family network.

## **Safe, Imaginative and Curious Spaces**

Our spaces our ever evolving and changing to meet the unique needs of each child within them. They are developed through the gaze of a child, taking into account their needs, interests and stages of development with curiosity and wonder in mind. Interesting spaces that provide for open ended, endless learning. Safety is always our key concern and our spaces provide the optimal safety whilst ensuring children have endless opportunities of learning.

# Children's Rights and Entitlements

The legal framework for this policy is based on:

Safeguarding Vulnerable Groups Act (2006)



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Purpose	To safeguard & promote the welfare of all children in our setting
Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	6 <sup>th</sup> January 2023

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## Policy statement

- 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. This which includes incorporating their heritage arising from their culture and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background in to the setting
- We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.
- We help children to establish and encourage relationships 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.

What it means to promote children's rights and entitlements to be 'strong, resilient and listened to'.

To be strong means to be:

- secure in their foremost attachment relationships, where they are loved and cared for by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- safe and valued as individuals in their families and in relationships beyond the family, such as day care or school;
- self-assured and form a positive sense of themselves – including all aspects of their identity and heritage;
- included equally and belong in our setting and in community life;
- confident in their own abilities and proud of their achievements;
- progressing optimally in all aspects of their development and learning;
- part of a peer group in which they learn to negotiate, develop social skills and an identity as global citizens, respecting the rights of others in a diverse world; and

- able to represent themselves and participate in aspects of service delivery that affects them, as well as aspects of key decisions that affect their lives.

To be resilient means to:

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

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;
- adults who are close to children are able to 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 are able to 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 core services.



# Child Protection & Safeguarding Policy

The legal framework for this policy is based on:

Safeguarding Vulnerable Groups Act (2006)



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Purpose	To safeguard & promote the welfare of all children in our setting
Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	19 <sup>th</sup> September 2022

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Safeguarding and promoting the welfare of children, for the sake of this policy is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.

(Definition taken from the HM Government document 'Working together to safeguard children')

Our prime responsibility is the welfare and well-being of all children in our care. As such we believe we have a duty to the children, families and staff to act quickly and responsibly in any instance that may come to our attention. All staff will work as part of a multi-agency team where needed in the best interests of the child.

## Child Protection: Safeguarding Children

At Heaton House we aim to:

- Ensure that children are never placed at risk whilst attending the setting or within the home environment
- Ensure that confidentiality is maintained at all times
- Ensure that all staff are alert to the signs of abuse, understand what is meant by child protection and are aware of the different ways in which children can be harmed including by other children i.e. bullying, discriminatory behaviour
- Ensure that all staff are familiar and updated regularly with child protection issues and procedures
- Ensure parents are fully aware of child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur
- Keep the child at the centre of all we do
- Regularly review and update this policy with staff and parents where appropriate.

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. Safeguarding is a much wider subject than the elements covered within this single child protection policy, therefore this document should be used in conjunction with the other nursery policies and procedures.

Our nursery will work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect and to be safe from any abuse in whatever form.

To ensure this we will:

- Create an environment to encourage children to develop a positive self-image
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
- Provide a safe and secure environment for all children
- Always listen to children.

Heaton House Nursery has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of nursery manager/owner or the relevant authority at the earliest opportunity.

Due to the many hours of care we are providing, staff will often be the first people to sense that there is a problem. They may well be the first people in whom children confide about abuse. The nursery has a duty to be aware that abuse does occur in our society.

This statement lays out the procedures that will be followed if we have any reason to believe that a child in our care is subject to welfare issues including physical, sexual, emotional abuse or neglect.

Our prime responsibility is the welfare and well-being of all children in our care. As such we believe we have a duty to the children to act quickly and responsibly in any instance that may come to our attention. All staff will work as part of a multi-agency team where needed in the best interests of the child.

### General Indicators of child abuse

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Aggressive behaviour

- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries.

## Types of abuse

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

Parents should not be notified in cases where doing so would place the child, the referrer or any others at immediate risk. If in doubt contact Children's Services who will then make a decision about whether the parents should be approached.

Physical Abuse
<p>Action needs to be taken if staff have reason to believe that there has been a physical injury to a child, including deliberate poisoning; where there is definite knowledge, or reasonable suspicion that the injury was inflicted or knowingly not prevented. These symptoms may include bruising or injuries in an area that is not usual for a child, e.g. fleshy parts of the arms and legs, back, wrists, ankles and face.</p> <p>Children and babies may be abused physically through shaking or throwing. Other injuries may include burns or scalds. These are not usual childhood injuries and should <u>always</u> be logged and discussed with the nursery manager.</p> <p>Many children will have cuts and grazes from normal childhood injuries – it may be necessary to document these injuries in addition to the usual 'Injury at Home' procedure where there is any question of the child's welfare being met. These should be logged and discussed with the nursery manager and/or the safeguarding officer.</p>
Procedure
<ul style="list-style-type: none"> <li>• All signs of marks/injuries to a child, when they come into nursery or occur during time at the nursery, will be recorded as soon as noticed by a staff member.</li> <li>• If there appear to be any queries regarding the injury, the Local Authority Integrated Front Door (IFD) will be notified.</li> </ul>

Fabricated Illness
<p>This is also a type of physical abuse. This is where a child is presented with an illness that is fabricated by the adult carer. The carer may seek out unnecessary medical treatment or investigation. The signs may include a carer exaggerating a real illness or symptoms, complete fabrication of symptoms or inducing physical illness e.g. through poisoning, starvation, inappropriate diet. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support.</p>
Procedure
<ul style="list-style-type: none"> <li>• All signs of marks/injuries to a child, when they come into nursery or occur during time at the nursery, will be recorded as soon as noticed by a staff member.</li> <li>• If there appears to be any queries regarding the injury, The Local Authority Integrated Front Door (IFD) will be notified. They will advise as to whether parents/carers should be notified.</li> <li>• If you believe a staff member has caused this injury you must contact the designated safeguarding officer and report this to them immediately. (please see Allegation made against Staff Members for the full procedure)</li> </ul>

Sexual Abuse
<p>Action needs be taken under this heading if the staff member has witnessed occasion(s) where a child indicated sexual activity through words, play, drawing, had an excessive pre-occupation with sexual matters, or had an inappropriate knowledge of adult sexual behaviour or language.</p> <p>This may include acting out sexual activity on dolls/toys or in the role play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words. The child may become worried when their clothes are removed, e.g. for nappy changes.</p> <p>The physical symptoms may include genital trauma, discharge, and bruises between the legs or signs of a sexually transmitted disease (STD). Emotional symptoms could include a distinct change in a child's behaviour. They may be withdrawn or overly extroverted and outgoing. They may withdraw away from a particular adult and become distressed if they reach out for them, but they may also be particularly clingy to a potential abuser so all symptoms and signs should be looked at together and assessed as a whole.</p> <p>If a child starts to talk openly to an adult about abuse they may be experiencing; the procedure stated later in this document under 'recording abuse suspicions' will be followed.</p>
Procedure
<ul style="list-style-type: none"> <li>• The adult should reassure the child and listen without interrupting if the child wishes to talk</li> <li>• The adult should try not to lead the child's conversation allowing the child to speak freely.</li> <li>• The observed instances will be detailed in a confidential report</li> <li>• The observed instances will be reported to the nursery manager/ Designated Safeguarding Officer</li> </ul>

- The matter will be referred to the Local Authority Integrated Front Door (IFD)

### Neglect

Action should be taken under this heading if the staff member has reason to believe that there has been instances of persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation and failure to seek medical treatment when required on behalf of the child), which results in serious impairment of the child's health or development, including failure to thrive.

Signs may include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving at nursery in the same nappy they went home in or a child having an illness that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child's needs.

Neglect may also be shown through emotional signs, e.g. a child may not be receiving the attention they need at home and may crave love and support at nursery. They may be clingy and emotional. In addition, neglect may occur through pregnancy as a result of maternal substance abuse.

### Procedure

- Practitioner should report any instances of neglect to the Designated Safeguarding Officer
- The Designated Safeguarding Officer will record any reports made of suspected neglect and make a decision as to whether the activity amounts to a reportable instance of neglect to the Integrated Front Door (IFD). If in doubt the Designated Safeguarding Officer should seek advice from the IFD.
- Such discussions will be recorded and where appropriate, the parent /carer will have access to such records.
- The child/family will be closely monitored
- An Early Help may need to be completed to ensure the child/parent is receives the appropriate support.

### Emotional Abuse

Action should be taken under this heading if the staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection.

This may include extremes of discipline where a child is shouted at or put down on a consistent basis, lack of emotional attachment by a parent, or it may include parents or carers placing inappropriate age or developmental expectations upon them. Emotional abuse may also be imposed through the child witnessing domestic abuse and alcohol and drug misuse by adults caring for them.

The child is likely to show extremes of emotion with this type of abuse. This may include shying away from an adult who is abusing them, becoming withdrawn, aggressive or clingy in order to receive their love and attention. This type of abuse is harder to identify as the child is not likely to show any physical signs.

Procedure
<ul style="list-style-type: none"> <li>• The concern should be discussed with the Designated Safeguarding Officer</li> <li>• Such discussions will be recorded</li> <li>• An Early Help Form may need to be completed</li> <li>• Should it be decided that the instances recording amount to emotional abuse the matter will be referred to the Integrated Front Door (IFD)</li> </ul>

## Recording Suspicions of Abuse and Disclosures

Staff should make an objective record of the Accurate, unbiased factual notes. This should be immediately given to the nursery manager or Designated Safeguarding Lead (DSL) on the agreed pro-forma. It may be appropriate, where the disclosure leads to a referral to the Integrated Front Door (IFD), to record the disclosures/suspicions of abuse on the **Early Help Form within five days of the allegation.**

The Designated Safeguarding Lead (DSL) should write any actions they have taken with regards to the allegation within the documentation. The Designated Safeguarding Lead (DSL) should also bring together any previous knowledge that the setting has about the family, previous support and relevant information to decide whether a referral is required.

These records should be signed by the person reporting this and the Designated Safeguarding Officer. They should be dated and kept in a separate confidential file within a locked cupboard. They may also be stored as a digital file upon a computer which is password protected. Any computerised documents should be saved within a 'management access only'.

## A Child's Disclosure of Abuse

If a child starts to talk to an adult about potential abuse it is important to not to promise the child complete confidentiality. This promise cannot always be kept. It is vital that the child is allowed to talk openly and disclosure is not forced or words put into the child's mouth. As soon as possible after the disclosure it is vital details are logged down accurately.

It may be thought necessary that through discussion with all concerned the matter needs to be raised with the Local Authority Integrated Front Door (IFD) and Ofsted. Staff involved may be asked to supply details of any information/concerns they have with regard to a child. The nursery expects all members of staff to co-operate with the Integrated Front Door (IFD) and Ofsted in any way necessary to ensure the safety of the children.

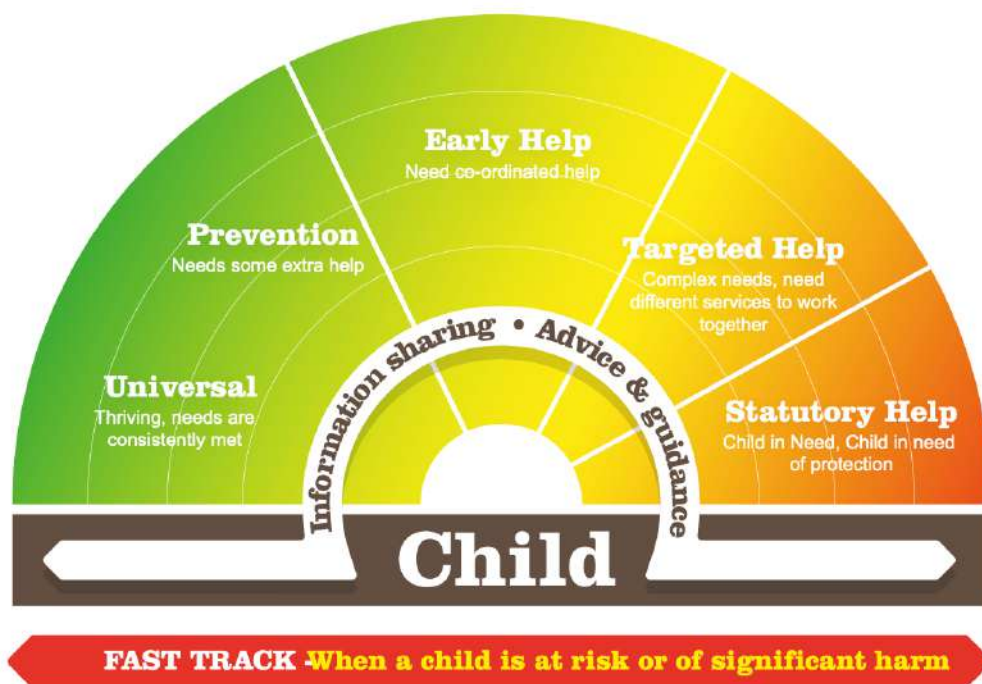
When a child discloses information relation to potential abuse you should:

## Local Authority Threshold Document:

This policy should be read alongside the Local Authority Threshold Document; Bolton Safeguarding Children Partnership 'Framework for Action' document. This document outlines the continuum of help and support available within the local authority alongside the threshold for responding.

<https://www.boltonsafeguardingchildren.org.uk/downloads/file/36/framework-for-action-threshold-document>

## Threshold for Responding to Allegations



Descriptors have been developed to assist practitioners in making decisions about the thresholds for help and support available to children and families. The descriptors have been created using learning from the Framework for Assessment of Children in Need and their Families and Getting it Right for Every Child a national practice model developed by the Scottish Government.

The descriptors are not exhaustive, nor are they meant to be a checklist. They are also not linear in nature, as we recognise that family life is complex and multi-faceted.

Rather they should be viewed as a tool to guide your work with children and their families, support decision making about when and what type of judgement on the facts of the case. help may be needed and provide this at the earliest opportunities.

Practitioners should use their skills, knowledge and experience of child development, as well as their understanding of the impact of parental behaviours to ensure the appropriate level of help is provided. A good understanding of the child and their family, as well as professional judgement remain essential when determining the appropriate threshold. The descriptors can be applied to any child, regardless of their age, gender, ethnicity, disability, etc.

## **Female Genital Mutilation**

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 (“the 2003 Act”). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5B of a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report ‘known’ cases of FGM in under 18s which they identify in the course of their professional work to the police.

‘Known’ cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM

### **Types of Female Genital Mutilation**

There are four main types of FGM:

- Type 1 (clitoridectomy) – removing part or all of the clitoris.
- Type 2 (excision) – removing part or all of the clitoris and the inner labia (lips that surround the vagina), with or without removal of the labia majora (larger outer lips).



- Type 3 (infibulation) – narrowing of the vaginal opening by creating a seal, formed by cutting and repositioning the labia.
- Other harmful procedures to the female genitals, including pricking, piercing, cutting, scraping or burning the area.

FGM is often performed by traditional circumcisers or cutters who do not have any medical training. However, in some countries it may be done by a medical professional.

Anaesthetics and antiseptics aren't generally used, and FGM is often carried out using knives, scissors, scalpels, pieces of glass or razor blades.

### Signs that a child may be at immediate danger of Female Genital Mutilation

- Families arranging long breaks on holiday
- Unexpected and repeat absences from nursery
- Typical Development suffering

### Indicators that Female Genital Mutilation may have taken place

A girl or woman who 's had female genital mutilation (FGM) may:

- Have difficulty standing, walking or sitting
- Spend longer in the bathroom
- Appear withdrawn or anxious
- Have unusual behaviour after an absence from school or college
- Be particularly reluctant to undergo normal medical examinations
- Ask for help, but may not be explicit about the problem due to embarrassment or fear.

### Reporting Procedure

Any suspicions of FGM must be reported to the Designated Safeguarding Officer immediately. On the information provided the Designated Safeguarding Officer will make a decision as to how to record/report. Where FGM is suspected a referral must be made to the Integrated Front Door (IFD)

The information regarding a finding of FGM should not be shared with a parent/carer unless a thorough investigation/risk assessment has been carried out by the Multi Agency Safeguarding Hub to allow this. A risk assessment must be carried out to ensure the child will not suffer further harm if a disclosure is made to the parents/carers.

## **Peer on Peer Bullying**

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse.

At Heaton House Nursery we have the following policies in place that should be read in conjunction with this policy:

- Anti-Bullying Policy
- Child Protection Policy

### **Expected Action to be taken by staff:**

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the children may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

### **Gather the Facts**

Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning

but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)

Consider the Intent (begin to Risk Assess)

Has this been a deliberate or contrived situation for a young person to be able to harm another?

## **Informing parents**

If, once appropriate advice has been sought from the Designated Safeguarding Officer/police/social care, you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents.

In all circumstances where the risk of harm to the child is evident then the setting should encourage the young person to share the information with their parent or even with them (they may be scared to tell parents that they are being harmed in any way). Where the setting can evidence they are acting in the best interests of the young person they would not be criticised, however this would be the case if they actively breached the rights and choices of the young person.

The best way to inform parents is face to face.

## **Points to consider:**

**What is the age of the children involved?**

How old are the young people involved in the incident and is there any age difference between those involved?

**What was the explanation by all children involved of what occurred?**

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

**What is each of the children's own understanding of what occurred?**

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from Children's Services Social Care.

## **Repetition**

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

## **Next Steps**

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

## **For the young person who has been harmed**

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) with support of family, friends or nursery. In which case it is necessary that this child continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in setting so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

## **For the young person who has displayed harmful behaviour**

In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular

support from identified services may be necessary through a early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying.

Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may.

The nursery may also choose a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.

## **Preventative Strategies**

For the nursery, it is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage the issues in a reactive way.

Firstly, and most importantly for nurseries is recognition that peer on peer abuse can and will occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff.

This can be supported by ensuring that each nursery has an open environment where children feel safe to share information about anything that is upsetting or worrying them.

To enable such an open and honest environment it is necessary to ensure the whole workforce feels confident and enabled to talk about issues and challenge.

In order to create such an environment, it is necessary for whole staff training and CPD around abusive behaviours and talking to young people in a way that continues to create an open and honest environment without prejudice.

## **Designated Safeguarding Lead (DSL)**

We have a named person within the nursery that co-ordinates child protection and welfare issues. The nursery Designated Safeguarding Lead (DSL) undertakes specific training and accesses regular updates to developments within this field.

The Designated Safeguarding Lead (DSL) at the nursery are: Mrs Lauren Hyde/ Mrs Sarah Luke

The Deputy Designated Safeguarding Officer is : Ms Janine Moxon

## **Staffing and Volunteering**

It is the policy of the nursery to provide a secure and safe environment for all children. The nursery will therefore not allow an adult to be left alone with a child who has not received their enhanced Disclosure and Baring Check.

All staff will attend child protection training within their first three months of employment, and receive initial basic training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers, recording and reporting concerns and creating a safe and secure environment for the children in the nursery.

- We provide adequate and appropriate staffing resources to meet the needs of children
- Applicants for posts within the nursery are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks 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
- All enhanced Disclosure and Baring Checks will be updated on a regular basis to ensure the suitability of the adults caring for the children
- We abide by Ofsted requirements in respect of references and suitability checks for staff and volunteers, to ensure that no disqualified person or unfit person works at the nursery or has access to the children

- We ensure we receive written references BEFORE a new member of staff commences employment with us
- All long-term students will have enhanced DBS disclosures conducted on them before their placement starts
- Volunteers, including students, do not work unsupervised
- We abide by the Safeguarding Vulnerable Groups Act (2006) requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have lead to dismissal for reasons of child protection concern
- We have procedures for recording the details of visitors to the nursery and take security steps to ensure that we have control over who comes into the nursery, so that no unauthorised person has unsupervised access to the children
- All contractors/external workers will be enhanced DBS checked and the manager will request this before allowing them access to the nursery. All visitors/contractors will still be accompanied whilst on the premises, especially when in the areas the children use
- All staff have access to a whistle blowing policy which will enable them to share any concerns that may arise about their colleagues in an appropriate manner
- All staff will receive regular supervision meetings where opportunities will be made available to discuss child protection training and any needs for further support
- The deployment of staff within the nursery allows for constant supervision and support. Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be placed into action to ensure the safety of the child and the adult.

## Informing parents

Disclosure of any safeguarding issue to a parent/carers should only be made if, on the risk assessment of the information, a child would not be at risk of further harm if this disclosure is made. In some instances of abuse it would be entirely inappropriate to make a disclosure to a parent/carers e.g physical abuse, sexual abuse, serious emotional abuse, serious neglect. A disclosure to the parents/carers in this instance must only be carried out where the MASH have provided advice to do so.

## Confidentiality

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Board.

## Support to families

- The nursery takes every step in its power to build up trusting and supportive relations among families, staff and volunteers within the nursery
- The nursery continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interests of the child
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate under the guidance of the Local Safeguarding Board with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

## **Allegations Made Against a Staff Member or Volunteer (See additional policy)**

If an allegation is made against a member of staff or volunteer, we will follow the HM Government guidance in 'Working together to safeguard children'.

The allegation should be reported to the Designated Safeguarding Officer. If this person is the subject of the allegation then this should be reported to the Deputy Designated Safeguarding Officer or the manager instead.

The Local Authority Designated Officer (LADO), Ofsted and the Integrated Front Door (IFD) will then be informed immediately in order for this to be investigated by the appropriate bodies promptly:

- LADO will be informed immediately for advice and guidance
- A full investigation will be carried out by the appropriate professionals to determine how this will be handled
- The nursery will follow all instructions from the LADO, Ofsted, Integrated Front Door (IFD) and asks all staff members to do the same and co-operate where required
- Support will be provided to all those involved in an allegation throughout the external investigation in line with LADO support and advice
- The nursery reserves the right to suspend any member of staff during an investigation
- All enquiries/external investigations/interviews will be documented and kept in a locked file
- Unfounded allegations will result in all rights being re-instated



- Founded allegations will be passed on to the relevant organisation (police) and will result in the termination of employment. Ofsted will be notified immediately of this decision. The nursery is also required to notify the Independent Safeguarding Authority (ISA) to ensure their records are updated.
- All records will be kept until the person reaches normal retirement age or for 10 years if that is longer. This will ensure accurate information is available for references and future DBS checks and avoid any unnecessary re-investigation
- The nursery retains the right to dismiss any member of staff in connection with founded allegations following an inquiry
- Counselling will be available for any member of the nursery who is affected by an allegation, their colleagues in the nursery and the parents through the Local Authority Support services.

### **Managing Allegations against a Manager/Owner**

- Where issues are raised relating a Manager/Owner, these issues should be taken to the manager who will report the allegations to the local LADO officer
- Where concerns are related to a manager/owner and no hierarchy exists above this person, a staff member should raise this with the Senior Nominated Officer within the Local Authority or Partner Agency or the LADO
- If the allegations prove not to be true then the manager will keep the records and the matter will remain confidential except to those involved i.e. staff and parents.

### **Use of Mobile Phones in the setting**

- Parents should not use their mobile phone whilst in the setting. The camera function of the phone should not be used to take photos of the parent's child, any artwork/displays or activities. Parents seen to be doing this should immediately be stopped and told to remove any images/recording from their device. Persistent failure to abide by this rule will lead to intervention by the manager/owner.
- Staff are not permitted to use their mobile phones during working hours unless on a break. Phones may be used in the staffroom and outside the setting. Staff must not use phones on arrival or exit from the building.
- Staff must ensure their phones are kept in the designated phone area. Responsibility for mobile phones is with the individual staff member and the setting takes no responsibility for damage to personal property.
- Where a staff member does not wish to store their phone in the designated area, they will be asked to leave their mobile telephone at home.
- Should mobile phones be found on the person of the staff member or in bags during working hours this will be open to disciplinary action (see Disciplinary Policy)

## Acceptable use of ICT & Social Media

The Senior Management Team has overall responsibility for e-Safety as part of the wider remit of safeguarding and child protection (see E-safety policy). To meet these responsibilities, the Owner will:

- promote e-safety across the setting and have an awareness of how this is being developed, linked with any setting development plans.
- ensure that any equipment which holds sensitive or confidential information is safely stored and password protected.
- ensure that e-safety is embedded within all child protection training, guidance and practices.
- ensure all social media platforms are appropriately monitored and material published is in line with safeguarding and setting guidelines.
- ensure parents and carers are provided with the adequate information regarding use of children's images with an opportunity to opt out of any external use of images and data.

# Prevent Duty Policy

## Background

Education has an important part to play in both educating children and young people about extremism and recognising when children and more so, families start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015). This means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a nursery's work and protecting them from extremism is one aspect of that.

## Ethos

At Heaton House Nursery we ensure that our values, core beliefs, diverse curriculum and teaching promotes tolerance and respect for all cultures, faiths and lifestyles.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

Children and families who attend our nursery have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others whether racial or discriminatory.

## Statutory Duty

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2015)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

## Non-Statutory Duty

- Promoting fundamental British values: Departmental advice (DfE 2014)

## Related Policies

- Child Protection and Safeguarding Policy
- Equality Policy
- Personal, Social And Health Education (PSHE) Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Education Policy
- Visitors Policy
- Whistle-blowing Policy
- Acceptable Use (ICT) Policy
- Behaviour for Learning Policy

## Definitions

Extremism is defined in the 2011 Prevent strategy as 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.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

## Role of the Owner

It is the role of the setting owner to:

- ensure that the nursery and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the nursery's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

## Role of the Designated Safeguard Lead:

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns

- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters

## **Role of the Staff**

It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

## **Curriculum**

We are committed to ensuring that our children are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our children to be inquisitive learners who are open to new experiences and are tolerant of others.

These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. The Nursery's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

## **Internet Safety**

The internet provides children and young people with access to a wide-range of content, some of which is harmful. The filtering systems used in our nursery blocks inappropriate content, including extremist content.

Searches and web addresses are monitored. Where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

We are aware that staff have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance to police their peers and report any instances of unacceptable behaviour.

## **Staff Training**

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of

induction safeguarding training. Staff are updated as necessary in safeguarding briefings during meetings and peer observations.

## Safer Recruitment

We ensure that the staff we appoint to the nursery are suitable. Our recruitment procedures are rigorous and we follow the statutory guidance published in Keeping Children Safe(2015). Vetting and barring checks are undertaken on relevant people.

## Visitors

We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the owner.

## Signs of Vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

## Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes

- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

## **Referral Process**

Staff and visitors to the nursery must refer all concerns about children and their families who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a child and/or family, the Designated Safeguarding Lead in liaison with the owner will make a referral to the appropriate body.

## **Monitoring and Review**

This policy will be monitored by the nursery at least annually by the Designated Safeguarding Lead.

# Agencies to contact if you are concerned about the safety of a child

## Children's Social Services

North East District Endeavour House Waters Meeting Road Bolton BL1 8SW	Astley Bridge, Bradshaw, Breightmet, Bromley Cross, Tonge Moor, Derby	01204 337400
South East District Farnworth Town Hall Market Street Farnworth Bolton BL4 7PD	Burnden, Daubhill, Farnworth, Harper Green, Kearsley, Little Lever	01204 333555
West District Le Mans Crescent Queen Street Bolton BL1 1SA	Blackrod, Deane, Heaton, Halliwell, Hulton Park, Horwich Westhoughton	01204 337210
Emergency Duty Team		01204 337777
Child Protection Unit Endeavour House Waters Meeting Road Bolton BL1 8SW		01204 337468
Inter-agency Training Co-ordinator Staff Development Castle Hill Centre Castleton Street Bolton BL2 2JW		01204 337612
Greater Manchester Police – Public Protection Investigation Unit (Bolton)		0161 856 6583

Allegations against those in a position of trust.

## Agencies to Contact

Children's Services	Primary Care Trust
Head of Service Child Protection Unit 01204 337470 Principal Education Social Worker 01204 338171 Head of Service for Children and Young People 01204 334095 Head of Early Start 01204 331937	Community Consultant Paediatrician (Designated Doctor) 01204 362333 Designated Nurse Child Protection 01204 846762
Royal Bolton Hospital Trust	National Probation Service
Head of Nursing (Named Nurse) 01204 390725 Consultant Paediatrician (Named Doctor) 01204 390658	District Manager 01204 387699
Greater Manchester Police	Local Authority Designated Officer (LADO)
Detective Inspector Divisional Family Support Unit 0161 856 7947	Endeavour House 01204 337474
OFSTED	
Piccadilly Gate, Store Street, Manchester, M1 2WD. 0300 123 1231	



# Allegations Against Staff Members

The legal framework for this policy is based on:

Safeguarding Children

Childrens Act 1989



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Purpose	To ensure allegations relating to staff are reported/dealt with appropriately
Scope	All staff, students and parents
Responsibility	Owner/Manager
Reviewed on	12 <sup>th</sup> November 2022

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## Introduction

It is essential that any allegation of abuse made against a member of staff , students on placement volunteers, bank staff in our setting is dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. Thus, the procedures outlined in this policy will be followed alongside the nursery's complaints procedure and child protection policy.

All staff and volunteers should understand what to do if they receive an allegation against another member of staff or they themselves have concerns about the behaviour of another member of staff. It is our policy that all allegations will be reported straight away, to the manager, or to the most senior staff member in cases where the Manager is absent or is the subject of the allegation or concern.

This policy follows the Government guidance in chapter 5 of 'Safeguarding Children and Safer Recruitment in Education 34 'LSE Nursery also adopts the Government guidance - "Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children" (2018), which sets out the framework for managing cases of allegations of abuse against people who work with children.

## Purpose

This policy will be adopted in respect of allegations that might indicate that a person is unsuitable to continue to work with children in their present position, or in any capacity. The Nursery's complaints and child protection procedures will be followed alongside this policy.

This policy will be used in respect of all cases in which it is alleged that a member of staff (including a volunteer, student) has:

- behaved in a way that has harmed a child, or may have harmed a child (see Child Protection Policy for definition of harm)
- Possibly committed a criminal offence against or related to a child

- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children. This will include cases of verbal abuse.

There may be up to 3 strands in the consideration of an allegation:

- A police investigation of a possible criminal offence
- Enquiries and assessment by children's social care about whether a child is in need of protection or in need of services
- Consideration by the Nursery of disciplinary action in respect of the individual.

## Supporting Those Involved

Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know of it. They will also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution. That includes the outcome of any disciplinary process. NB. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child will be told the outcome.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care, or the police as appropriate, will be consulted by the Setting to consider what support the child or children involved may need. The Setting Senior Leader and manager will also keep the person who is the subject of the allegations informed of the progress of the case and consider what other support is appropriate for the individual. If the person is suspended, the Setting Senior Leader and manager will also keep the individual informed about developments at the nursery. If the person is a member of a union or professional association s/he will be advised to contact that body at the outset.

## Confidentiality

Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated/considered.

## Resignations and "Compromise Agreements"

The fact that a person tenders his or her resignation, or ceases to provide their services, will not prevent an allegation being followed up in accordance with these procedures. Every effort will be made to reach a conclusion in all cases of allegations bearing in mind the safety or welfare of children including any in which the person concerned refuses to cooperate with the process.

Wherever possible the person will be given a full opportunity to answer the allegation and make representations about it. The process of investigating the allegation, and reaching a judgement about whether it can be regarded as substantiated will continue even if the person does not cooperate.

Similarly, so called "compromise agreements" by which a person agrees to resign, the nursery agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, will not be used in cases of alleged child abuse. In any event, such an agreement will not prevent a thorough police investigation where that is appropriate. Furthermore, it will not override the statutory duty to make a referral to the Independent Safeguarding Authority (ISA) for consideration of placing the person's name on the Children's Barred List where circumstances require that.

## Record Keeping

A clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, will be kept on a person's confidential personnel file, and a copy provided to the person concerned. The purpose of the record is to enable accurate information to be given in response to any future request for a reference if the person has moved on.

It will provide clarification in cases where a future DBS Disclosure reveals information from the police about an allegation that did not result in a criminal conviction. In addition, it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record will be retained at least until the person has reached normal retirement age or for a period of 10 years from the date of the allegation, if that is longer.

## Timescales

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. Every effort will be made to manage cases to avoid any unnecessary delay.

Local Authority Designated Officer (LADO) will be informed within one working day of the allegation.

Ofsted will be informed with ten working days however, in most cases this will be done as soon as practicable.

## Initial Considerations

The Local Authority Designated Officer (LADO) should be informed, by the manager of all allegations of abuse against staff on the same day, even where the police are contacted directly. LADO in all cases must be informed within one day of the allegation.

The manager will inform the accused person about the allegation as soon as possible after consulting the Chairman of Governors and the LADO. However, where a strategy discussion is needed, or where police or children's social care need to be involved, the manager will not do that until those agencies have been consulted, and have agreed what information can be disclosed to the person. If the person is a member of a union or professional association s/he will be advised to contact that organisation at the outset.

Where the allegation relates to a member of senior management, where no further hierarchy exists, the staff member should consult LADO directly.

If the allegation is not demonstrably false or unfounded, and there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion will be convened by the manager with the LADO and other appropriate agencies, such as the police and social services.

In cases where a formal strategy discussion is not considered appropriate because the threshold of "significant harm" is not reached, but a police investigation might be needed, the manager will consult with the LADO, police and any other agencies involved with the child to evaluate the allegation and decide how it should be dealt with.

(NB. The police will be consulted about any case in which a criminal offence may have been committed.)

If the allegation is about physical contact, the strategy discussion or initial evaluation with the police will take account of the fact that nursery staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour, under s.93 of the Education and Inspections Act 2006.

The LADO and the manager may conclude that the complaint or allegation is such that it is clear that an investigation by police and/or enquiries by social care is not necessary. In these circumstances the options open to the nursery depend on the nature and circumstances of the allegation and the evidence and information available, and will range from taking no further action to summary dismissal or a decision not to use the person's services in future.

## **Suspension**

Suspension will be considered in any case where there is cause to suspect a child is at risk of significant harm, or the allegation warrants investigation by the police, or is so serious that it might be grounds for dismissal. However, a person will not be suspended automatically, or without careful thought.

In all cases, a child subject to allegations of abuse from a staff member must be protected. It may be prudent to suspend a staff member with immediate effect or after consultation, re-deploy the staff member to alternative duties. Whilst carrying out a risk assessment of the circumstances it is best practice to re-deploy the staff member to office duties whilst pending a decision.

The power to suspend is vested in the Manager/Owner. However, they will speak to the LADO who may canvass police/social care views about whether the accused member of staff needs to be suspended from contact with children, to inform the nursery's consideration of suspension.

## **DBS Safeguard Referral**

If a person is dismissed or removed from regulated activity (or may have done so had they not left)' because they have harmed or posed a risk of harm to a child or vulnerable adult, then the setting has a LEGAL duty to refer the person to the DBS.

A referral can be made on the DBS Helpline on 01325 953795.

## **Action on Conclusion of a Case**

If the allegation is substantiated and the person is dismissed or the nursery ceases to use the person's services, or the person resigns or otherwise ceases to provide his/her services, the Manager will determine with the LADO whether a referral to the Independent Safeguarding Authority (ISA) is required, or advisable. The setting must report to the ISA, any person (whether employed, contracted or a volunteer) whose services are no longer used because he or she is considered unsuitable to work with children. (The ISA, PO Box 181, Darlington DL1 9FA. Tel: 0300 1231111). This report will be made within one month of the decision to cease using the services of that person.

In cases where it is decided on the conclusion of the case that a person who has been suspended can return to work the nursery will consider how best to facilitate that. We appreciate that most people will benefit from some help and support to return to work after a very stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The nursery will also consider how the person's contact with the child or children who made the allegation can best be managed if they are still attending the nursery.

## Action in Respect of False Allegations

If an allegation is determined to be false, the manager will refer the matter to children's social services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the rare event that an allegation is shown to have been deliberately invented or malicious, the manager will consider whether any disciplinary action is appropriate against the staff/child who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible if s/he was not a child.

### Useful Numbers:

Contact Names	Designation	Phone number
LADO	LEA	01204 337474
Designated Persons	Lauren Hyde	01204 494888
Designated Persons	Jenny Hammersley/Janine Moxon	01204 494888
OFSTED	Inspection	0300 123 1231
Social Services	Parent/Police liaison	01204 337470

# Looked After Children

The legal framework for this policy is based on:

Safeguarding Children

Childrens Act 1989



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Purpose	To outline the duties as a setting we have to children who are looked after
Scope	All staff, students and parents
Responsibility	Owner/Manager
Reviewed on	22 <sup>nd</sup> October 2022

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## Policy statement

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

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

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

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 two important concepts: attachment and resilience. The basis of this is to promote secure attachments in children's lives, as the foundation for resilience. These aspects of well-being underpin the child's responsiveness to learning and enable the development of positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

## Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- Where appropriate we will offer a placement at our setting for a 'looked after child'. This will be carried out whilst working alongside other agencies who are involved with the child. We will work to provide a secure routine and relationships for this child.
- 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 designated person for looked after children is the designated child protection co-ordinator. This is Lauren Hyde, Sarah Luke and Janine Moxon.
- Every child is allocated a key person and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
- The setting recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professional's meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider issues for the child such as:
  - their emotional needs and how they are to be met;
  - how any emotional issues and problems that affect behaviour are to be managed;
  - their sense of self, culture, language(s) and identity – and how this is to be supported;
  - their need for sociability and friendship;
  - their interests and abilities and possible learning journey pathway; and
  - how any special needs will be supported.
- In addition the care plan will also consider:
  - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
  - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed;
  - what written reporting is required;
  - wherever possible, and where the plan is for the child to return home, the birth parent(s) should be involved in planning; and

- with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings and fun-days etc alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- The transition to school will be handled sensitively. The designated person and/or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the child's social worker as detailed in the care plan.

#### Further guidance

- Guidance on the Education of Children and Young People in Public Care (DfEE 2000)
- Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DfES 2005)
- Supporting Looked After Learners - A Practical Guide for School Governors (DfES 2006)



# Online safety (inc. mobile phones and cameras)

The legal framework for this policy is based on:



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Purpose	To outline the appropriate use of ICT equipment, mobile phones and cameras
Scope	All staff, students and parents
Responsibility	Owner/Manager
Reviewed on	22 <sup>nd</sup> November 2022

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## Policy statement

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 Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

## Procedures

Our designated person (manager/deputy) responsible for co-ordinating action taken to protect children is: Lauren Hyde

### Information Communication Technology (ICT) equipment

- Only ICT equipment belonging to the setting is used by staff and children.
- The designated person is responsible for ensuring all ICT equipment is safe and fit for purpose.
- All computers have virus protection installed.
- The designated person ensures that safety settings are set to ensure that inappropriate material cannot be accessed.

## Internet access

- Children do not normally have access to the internet and never have unsupervised access.
- The designated person has overall responsibility for ensuring that children and young people are safeguarded and risk assessments in relation to online safety are completed.
- Children are taught the following stay safe principles in an age appropriate way prior to using the internet;
  - only go on line with a grown up
  - be kind on line
  - keep information about me safely

- only press buttons on the internet to things I understand
  - tell a grown up if something makes me unhappy on the internet
- 
- Designated persons will also seek to build children's resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age appropriate ways.
  - If a second hand computer is purchased or donated to the setting, the designated person will ensure that no inappropriate material is stored on it before children use it.
  - All computers for use by children are located in an area clearly visible to staff.
  - Children are not allowed to access social networking sites.
  - Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at [www.iwf.org.uk](http://www.iwf.org.uk).
  - Suspicions that an adult is attempting to make inappropriate contact with a child on-line is reported to the National Crime Agency's Child Exploitation and Online Protection Centre at [www.ceop.police.uk](http://www.ceop.police.uk).
  - The designated person ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.
  - If staff become aware that a child is the victim of cyber-bullying, they discuss this with their parents and refer them to sources of help, such as the NSPCC on 0808 800 5000 or [www.nspcc.org.uk](http://www.nspcc.org.uk), or Childline on 0800 1111 or [www.childline.org.uk](http://www.childline.org.uk).

## Email

- Children are not permitted to use email in the setting. Parents and staff are not normally permitted to use setting equipment to access personal emails.
- Staff do not access personal or work email whilst supervising children.
- Staff send personal information by encrypted email and share information securely at all times. This is done by accessing the nursery Egress encryption service.

## Mobile phones — children

- Children do not bring mobile phones or other ICT devices with them to the setting. If a child is found to have a mobile phone or ICT device with them, this is removed and stored in the nursery safe until the parent collects them at the end of the session.

## Mobile phones — staff and visitors

- Personal mobile phones are not used by our staff on the premises during working hours. They will be stored in the mobile safe or designated mobile area.
- In an emergency, personal mobile phones may be used in an area where there are no children present, with permission from the manager.

- Our staff and volunteers ensure that the setting telephone number is known to family and other people who may need to contact them in an emergency.
- If our members of staff or volunteers take their mobile phones on outings, for use in case of an emergency, they must not make or receive personal calls, or take photographs of children.
- Parents and visitors are requested not to use their mobile phones whilst on the premises.
- These rules also apply to the use of work-issued mobiles, and when visiting or supporting staff in other settings.

## Cameras and videos

- Our staff and volunteers must not bring their personal cameras or video recording equipment into the setting.
- Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development, or for displays within the setting, with written permission received by parents (see the Registration form). Such use is monitored by the manager.
- Where parents request permission to photograph or record their own children at special events, general permission is gained from all parents for their children to be included. Parents are advised that they do not have a right to photograph anyone else's child or to upload photos of anyone else's children.
- If photographs of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised, for example, ensuring children cannot be identified by name or through being photographed in a sweatshirt with the name of their setting on it.

## Social media

- Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
- Staff should not accept service users, children and parents as friends due to it being a breach of expected professional conduct.
- In the event that staff name the organisation or workplace in any social media they do so in a way that is not detrimental to the organisation or its service users.
- Staff observe confidentiality and refrain from discussing any issues relating to work
- Staff should not share information they would not want children, parents or colleagues to view.
- Staff should report any concerns or breaches to the designated person in their setting.
- Staff avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly prior to the child coming into the setting, this information is shared with the manager prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed.

## Electronic learning journals for recording children's progress

- Managers seek permission from the senior management team prior to using any online learning journal. A risk assessment is completed with details on how the learning journal is managed to ensure children are safeguarded.
- Staff adhere to the guidance provided with the system at all times.

## Use and/or distribution of inappropriate images

- Staff are aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed
- Staff are aware that grooming children and young people on line is an offence in its own right and concerns about a colleague's or others' behaviour are reported (as above).

## Further guidance

- NSPCC and CEOP Keeping Children Safe Online training: [www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/](http://www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/)

# Late Collection and Non-Collection of Children



The legal framework for this policy is based on:

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Purpose	To ensure the safety of children on collection and in the event of non-collection
Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	1 <sup>st</sup> June 2022

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At Heaton House Nursery we expect all parents to agree an approximate time to collect their child from the nursery. We give parents information about the procedures to follow if they expect to be late. These include:

- Agreeing a safety password with the nursery in advance to be used by anyone collecting a child who is not the parent.
- Calling the nursery as soon as possible to advise of their situation
- Asking a designated adult to collect their child wherever possible
- Informing the nursery of this person's identity (e.g photo posted n Famly) so the nursery can talk to the child if appropriate. This will help to reduce or eliminate any distress caused by this situation
- If the designated person is not known to the nursery staff, the parent must provide a detailed description of this person (A photo where possible), including their date of birth where known. Where this has not occurred staff are unsure of the identity of the designated adult, staff must call the parent to verify the identity of the designated adult.
- This designated person must know the individual child's safety password in order for the nursery to release the child into their care. This is the responsibility of the parent.
- When the designated person enters the nursery, the parent will be called and authority given to release the child into the designated persons care.
- The procedure should be documented on the back of the register.

If a child has not been collected from the nursery after a reasonable amount of time has been allowed for lateness, we initiate the following procedure

- The nursery manager will be informed that a child has not been collected
- The manager will check for any information regarding changes to normal routines, parents' work patterns or general information. If there is no information recorded, the manager will try to contact the parents on the telephone numbers provided for their mobile, home or work. If this fails the manager will try the emergency contacts shown on the child's records

- The manager/staff member in charge and one other member of staff must stay behind with the child (if outside normal operating hours). During normal operating times, the nursery will plan to meet required staff ratios. If the parents have still not collected the child, the manager will telephone all contact numbers available every 10 minutes until contact is made. These calls will be logged on a full incident record
- In the event of no contact being made after one hour has lapsed, the person in charge will ring the local authority children's social services emergency duty team
- The nursery will inform Ofsted as soon as convenient.
- The two members of staff will remain in the building until suitable arrangements have been made for the collection of the child.
- The child's welfare and needs will be met at all times and to minimise distress staff will distract, comfort and reassure the child during the process
- If you have welfare concerns and still cannot contact anyone, ring the police on 101, or 999 in an emergency situation. Let them know what you have already done to contact the parent and the time they should have been picked up.
- The police are the only ones with power to remove a child; they will liaise with social care and may start proceedings if appropriate.
- If a pattern starts to develop, or you have other concerns around the child please refer to social care and follow your safeguarding procedures.
- In order to provide this additional care a late fee will be charged to parents. This will pay for any additional operational costs that caring for a child outside their normal nursery hours may incur.
- Professional judgement should be exercised in deciding the appropriate action. Where contact has been made with the parent, where possible, a plan should be made to ensure the swift collection of the child. Only where the parent does not keep to the agreed actions should the Emergency Duty Team be notified.

# Agencies to contact if you are concerned about the safety of a child

## Children's Social Services

North East District Endeavour House Waters Meeting Road Bolton BL1 8SW	Astley Bridge, Bradshaw, Breightmet, Bromley Cross, Tonge Moor, Derby	01204 337400
South East District Farnworth Town Hall Market Street Farnworth Bolton BL4 7PD	Burnden, Daubhill, Farnworth, Harper Green, Kearsley, Little Lever	01204 333555
West District Le Mans Crescent Queen Street Bolton BL1 1SA	Blackrod, Deane, Heaton, Halliwell, Hulton Park, Horwich Westhoughton	01204 337210
Emergency Duty Team		01204 337777
Child Protection Unit Endeavour House Waters Meeting Road Bolton BL1 8SW		01204 337468
Inter-agency Training Co-ordinator Staff Development Castle Hill Centre Castleton Street Bolton BL2 2JW		01204 337612
Greater Manchester Police – Public Protection Investigation Unit (Bolton)		0161 856 6583

Allegations against those in a position of trust.

## Agencies to Contact

Children's Services	Primary Care Trust
Head of Service Child Protection Unit 01204 337470 Principal Education Social Worker 01204 338171 Head of Service for Children and Young People 01204 334095 Head of Early Start 01204 331937	Community Consultant Paediatrician (Designated Doctor) 01204 362333 Designated Nurse Child Protection 01204 846762
Royal Bolton Hospital Trust	National Probation Service
Head of Nursing (Named Nurse) 01204 390725 Consultant Paediatrician (Named Doctor) 01204 390658	District Manager 01204 387699
Greater Manchester Police	Local Authority Designated Officer (LADO)
Detective Inspector Divisional Family Support Unit 0161 856 7947	Endeavour House 01204 337474
OFSTED	
Piccadilly Gate, Store Street, Manchester, M1 2WD. 0300 123 1231	

# Missing Child Procedure



The legal framework for this policy is based on:

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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	21 <sup>st</sup> November 2022

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

- All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing
- The nursery manager will be informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of the nursery, followed by a search of the surrounding area, whilst ensuring that some staff remain with the other children so they remain supervised, calm and supported throughout
- The manager will call the police as soon as they believe the child is missing. The parents of the missing child will also be contacted
- A second search of the area will be carried out
- During this period, available staff will be continually searching for the missing child, whilst other staff maintain as near to normal routine as possible for the rest of the children in the nursery
- The manager will meet the police and parents
- The manager will then await instructions from the police
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings.
- Ofsted must be contacted and informed of any incidents. This must be notified as a serious incident and kept on file at the nursery.
- In the unlikely event that the child is not found the nursery will follow the local authority, procedure.
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience, management will provide this or seek further support where necessary



- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring to be reduced.

# Whistleblowing Policy



The legal framework for this policy is based on:

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Purpose	This policy sets out the way in which individuals may raise any concerns that they have and how those concerns will be dealt with.
Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	19 <sup>th</sup> December 2022

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## Introduction

This policy applies to all employees and officers of the organisation. Other individuals performing functions in relation to the organisation, such as agency workers and contractors, are encouraged to use it.

It is important to the business that any fraud, misconduct or wrongdoing by workers or officers of the organisation is reported and properly dealt with. The organisation therefore encourages all individuals to raise any concerns that they may have about the conduct of others in the business or the way in which the business is run. This policy sets out the way in which individuals may raise any concerns that they have and how those concerns will be dealt with.

## Background

The law provides protection for workers who raise legitimate concerns about specified matters. These are called "qualifying disclosures". A qualifying disclosure is one made in the public interest by a worker who has a reasonable belief that:

- a criminal offence;
- a miscarriage of justice;
- an act creating risk to health and safety;
- an act causing damage to the environment;
- a breach of any other legal obligation; or
- concealment of any of the above;

is being, has been, or is likely to be, committed. It is not necessary for the worker to have proof that such an act is being, has been, or is likely to be, committed - a reasonable belief is sufficient. The worker has no responsibility for investigating the matter - it is the organisation's responsibility to ensure that an investigation takes place.

A worker who makes such a protected disclosure has the right not to be dismissed, subjected to any other detriment, or victimised, because they have made a disclosure.

The organisation encourages workers to raise their concerns under this procedure in the first instance. If a worker is not sure whether or not to raise a concern, they should discuss the issue with their line manager or the HR department.

## Principles

Everyone should be aware of the importance of preventing and eliminating wrongdoing at work. Workers should be watchful for illegal or unethical conduct and report anything of that nature that they become aware of.

Any matter raised under this procedure will be investigated thoroughly, promptly and confidentially, and the outcome of the investigation reported back to the worker who raised the issue.

No worker will be victimised for raising a matter under this procedure. This means that the continued employment and opportunities for future promotion or training of the worker will not be prejudiced because they have raised a legitimate concern.

Victimisation of a worker for raising a qualified disclosure will be a disciplinary offence.

If misconduct is discovered as a result of any investigation under this procedure the organisation's disciplinary procedure will be used, in addition to any appropriate external measures.

Maliciously making a false allegation is a disciplinary offence.

An instruction to cover up wrongdoing is itself a disciplinary offence. If told not to raise or pursue any concern, even by a person in authority such as a manager, workers should not agree to remain silent. They should report the matter to a director.

This procedure is for disclosures about matters other than a breach of an employee's own contract of employment. If an employee is concerned that their own contract has been, or is likely to be, broken, they should use the organisation's grievance procedure.

## Procedure

(1) In the first instance, and unless the worker reasonably believes their line manager to be involved in the wrongdoing, or if for any other reason the worker does not wish to approach their line manager, any concerns should be raised with the worker's line manager. If they believe the line manager to be involved, or for any reason does not wish to approach the line manager, then the worker should proceed straight to stage 3.

(2) The line manager will arrange an investigation into the matter (either by investigating the matter personally or immediately passing the issue to someone in a more senior position). The investigation may involve the worker and other individuals involved giving a written statement. Any investigation will be carried out in accordance with the principles set out above. The worker's statement will be taken into account, and they will be asked to comment on any additional evidence obtained. The line manager (or the person who carried out the investigation) will then report to the board, which will take any necessary action, including reporting the matter to any appropriate government department or regulatory agency. If disciplinary action is required, the line manager (or the person who carried out the investigation) will report the matter to the human resources department and start the disciplinary procedure. On conclusion of any investigation, the worker will be told the outcome of the investigation and what the board has done, or proposes to do, about it. If no action is to be taken, the reason for this will be explained.

(3) If the worker is concerned that their line manager is involved in the wrongdoing, has failed to make a proper investigation or has failed to report the outcome of the investigations to the board, they should inform a director of the organisation (Lauren Hyde – [Lauren@heatonhousenursery.co.uk](mailto:Lauren@heatonhousenursery.co.uk)) who will arrange for another manager to review the investigation carried out, make any necessary enquiries and make their own report to the board as in stage 2 above. If for any other reason the worker does not wish to approach their line manager they should also in the first instance contact Lauren Hyde. Any approach to the director will be treated with the strictest confidence and the worker's identity will not be disclosed without their prior consent.

(4) If on conclusion of stages 1, 2 and 3 the worker reasonably believes that the appropriate action has not been taken, they should report the matter to the proper authority. The legislation sets out a number of bodies to which qualifying disclosures may be made. These include:

- HM Revenue & Customs;
- the Financial Conduct Authority (formerly the Financial Services Authority);
- the Competition and Markets Authority;
- the Health and Safety Executive;
- the Environment Agency;
- the Independent Office for Police Conduct; and
- the Serious Fraud Office.

## **Data protection**

When an individual makes a disclosure, the organisation will process any personal data collected in accordance with its data protection policy. Data collected from the point at which the individual makes the report is held securely and accessed by, and disclosed to, individuals only for the purposes of dealing with the disclosure.

# Supporting Children with Special Educational Needs and Disabilities (SEND)



The legal framework for this policy is based on:

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Purpose	To set out how the nursery identifies and meets the needs of children with Special Educational Needs
Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	13 <sup>th</sup> October 2022

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The policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 which is produced by the Department for Education and describes the way both nurseries and Education Authorities should identify and support all children with SEND, and with reference to the following guidance and documents:

- The Children and Families Act 2014.
- The Equality Act 2010
- The Statutory Framework for the Early Years Foundation Stage (EYFS).
- Safeguarding Policy.
- Accessibility Plan

We welcome all children and families by offering support and care in order for our children to have the best start in life. As a fully inclusive setting we embrace the diverse community which we serve and celebrate the uniqueness of each child. Through exciting, positive and stimulating activities the passionate and qualified staff team provide a diverse, safe and caring environment. Children are motivated through play to connect with the outdoors, to explore, learn new skills and to become confident, independent life-long learners.

## Aims and objectives

We aim to provide an inclusive and supportive environment for all children, and to give them meaningful access to the Early Years Foundation Stage (EYFS) framework. The aims of this policy and practice in our Nursery are:

- to ensure that all children, whatever their special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to use our best endeavours to make sure that a child with SEND gets the support they need

- to ensure that the Special Educational Needs of children are identified as early as possible, assessed, planned, provided for and reviewed termly.
- to reduce barriers to learning and progress so that every child is enabled to experience success
- to ensure that children with SEND engage in activities in the Nursery alongside children who do not have SEND
- to make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and environment
- to identify the roles and responsibilities of all staff in providing for children's SEND.
- to work in partnership with parents and carers to ensure they are involved and able to contribute at every stage of planning the support needed to meet their child's needs
- to work in cooperation and partnership with other outside agencies and professionals to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

## **Roles and responsibilities**

The Local Authority, in co-operation with the Nursery Manager and SENCO, are responsible for determining the policy and provision for children with SEND. The nursery Managers maintains a general overview of provision and monitors SEND arrangements.

### **Nursery Manager**

The Nursery Manager is responsible for ensuring that there is a qualified designated Special Educational Needs Co-ordinator.

The Nursery Manager, in cooperation with the Local Authority and SENCO, is responsible for determining the policy and provision for children with SEND.

The Nursery Manager works closely with the SENCO within the Nursery to ensure the implementation of this policy.

### ***The Special Educational Needs Co-ordinator (SENCO)***

The designated SENCO for Heaton House Nursery is Lauren Hyde, Janine Moxon

The SENCO is responsible for ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEN.

The SENCO is responsible for leading and co-ordinating the 'graduated approach' as set out below, working with and supporting individual practitioners in the setting

The SENCO should advise and support colleagues.

The SENCO must ensure parents are closely involved throughout and that their insights inform action taken by the setting.

The SENCO is responsible for liaising with professionals or agencies beyond the setting.

## **Child's Key person**

Key people are responsible for including and supporting children with SEND in the Nursery environment in line with this policy.

Key people are responsible for providing appropriate differentiation and access to the EYFS curriculum for all children with SEND. They can draw on the SENCO for advice on assessment and strategies to support inclusion.

Key People should provide information relating to the child's development. Where necessary they should contribute children's Individual Education Plan.

## **Early Years Practitioners**

Early Years Practitioners are responsible for including and supporting children with SEND in the Nursery environment in line with this policy.

## **Early Identification**

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

Information about a child's learning and development is collected from a range of people prior to a child starting at Heaton House Nursery to help build up a complete picture of the child and identify at the earliest opportunity any particular needs or difficulties that a child may have.

- These sources of information can include:
- Parents at home visits and stay and play sessions
- Pre-settings and playgroups on setting/transition visits
- Health visitors and other professionals
- Children's Centre team

## **Identifying Children with SEN**

We believe that all children develop and learn at different rates, as is reflected in the EYFS. However, there are some children who, at some time, may find it harder to learn than other children. It is important that we identify a child's individual needs as early as possible and put things in place to help them quickly, as early intervention has been shown to improve children's long term outcomes.

A child is identified as having a special educational need and/or disability (SEND)

‘where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to children of the same age’ (Code of Practice 6.15).

Children may be identified as having difficulties in one or more of the following four broad areas of need:

- 1) **Communication and Interaction:** Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. These needs may change over time.
- 2) **Cognition and Learning:** Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), such as dyslexia or dyspraxia, affect one or more specific aspects of learning.
- 3) **Social, emotional and mental health difficulties:** Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours can reflect underlying mental health difficulties such as anxiety or depression, attention deficit disorder or an attachment disorder.
- 4) **Sensory and/or physical needs:** Some children have a disability which prevents or hinders them from making use of the educational facilities generally provided. This may include vision impairment, hearing impairment or multisensory impairment. Some children with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers (Code of Practice 6.28-6.35).

The four broad areas described above give an overview of the range of needs that the nursery plans for. However, individual children often have needs that cut across all of these areas and their needs may change over time e.g. children with ASD.

These needs may have been identified by parents/carers, doctors, health visitors or a paediatrician before the child starts at nursery. Specialised agencies such as Children with Disabilities Team, Speech and Language Therapy, Educational Psychology, Social Care etc. may therefore already be involved.

A child may also be identified by nursery staff in consultation with parents/carers once they have started at nursery. In this case, will consider all the information about the child’s learning and development from within and beyond the nursery. Practitioners should pay particular attention to the child’s development in the prime areas of the EYFS (personal, social and emotional development, communication and language development and physical development) when considering whether or not a child has SEN. The child will be closely monitored by practitioners and all information will be brought together with the observations of the parents/carers and discussed with them fully.

## A Graduated Approach to SEN Support

This outlines their specific needs and the types of support being accessed. The level and type of support for each child will be offered on an individual need basis, and may increase or decrease over time as the child’s needs change.

We support children with SEN using a graduated approach:

- 1) **Monitoring Children** are at this stage when concerns have been raised by practitioners or parents/carers but more information is required before deciding if the child has SEN or not. Children at this stage will have access to high quality teaching and a differentiated curriculum. Practitioners will monitor children closely for a period of time (approx. six weeks) and then meet with parents/carers to discuss their concerns and to decide together if the child should be identified as having SEN. If so, the child is recorded on the setting’s Record of SEN support and moves into SEN Support 1.



**2) SEN Support 1** Children at this stage have been identified as having SEN based on information gathered by the Key Person/teacher, parents/carers, any outside agency and in consultation with the SENCo. Children at this stage require provision different from, or additional to, that normally available to children of the same age, including from outside agency support such as Speech and Language Therapists. Children at this stage may be prioritised for specialist interventions such as language groups, music groups, sensory circuits, social skills groups and peer supported play. If, as part of the 'assess, plan, do, review' process (see below), it is determined that a child requires more specialist intervention, or additional support to make progress, the child will be moved to SEN Support 2.

**3) SEN support 2** Children at this stage often have complex needs, requiring multiple outside agency involvement and/or episodes of one to one support to help them develop their skills and make progress. They will have a Personalised Learning Plan (PLP) written (with parental/carer and outside agency input) by the child's Class Teacher/Key Person with the support of the SENCo. This identifies outcomes and strategies to help them make progress. Additional funding may be sought by the nursery to employ extra staff to ensure that children at this stage get access to the wider setting curriculum with adult support as needed.

**4) Education, Health and Care Plan (EHC Plan)** Parents/Carers or nursery staff may apply for an EHC needs assessment by the Local Authority if it is evident that the child's needs are complex, will have a long term impact on their learning and/or the child requires more than 20 hours of one to one adult support in setting. The decision to request an EHC Plan for a child takes place at a termly review meeting with parents/carers, Key Person/Class Teacher, SENCo and all outside agencies represented. In order to proceed with the request for an EHC Plan, a child would be receiving input from a Community Paediatrician, a Speech and Language Therapist and an Educational Psychologist. A Profile will then be prepared by the SENCo in close consultation with parents/carers and with input from any outside agencies involved. A Team Around the Child (TAC) meeting will be held to finalise the child's Profile, which will be submitted by the SENCo, along with supporting documentation, to the Local Authority to request an EHC needs assessment. If successful, the resulting EHC Plan will detail the support required for the child to make progress and state the number of hours of adult support the child is entitled to (Code of Practice 5.39-5.46).

At every stage of SEN support mentioned above, children and families are at the centre of planning and wider family needs are considered. Children may move up or down the stages of SEN support depending on progress and needs which may change over time. The decision to move children up or down the stages of SEN support is made as part of the 'assess, plan, do, review' cycle within each stage.

1) Assess Children's progress is assessed against the EYFS outcomes each term by their Key Person in consultation with their Class Teacher. Assessments may also be done by outside agencies (with parental/carer consent) who then set targets and suggest strategies to support children to achieve the targets. The results of these assessments are shared with parents/carers.

2) Plan Based on the results of the assessments outcomes are identified and agreed with parents/carers, Key Person and SENCo and a PLP is written for children in SEN Support 2. The PLP will outline the outcomes sought, the interventions and support to be put in place, the expected impact on progress, development or behaviour. A clear date for review is set.

3) Do The child's Key Person is responsible for working with the child on a daily basis and with the support of the Class Teacher, they should oversee the implementation of the interventions/strategies outlined in their key child's PLP. The Key Person will make observations on the success of the strategies and the child's progress towards their outcomes as outlined on their PLP. The Class Teacher will support the Key Person to assess the effectiveness and impact of the interventions.

4) Review Parent/carers will be asked to attend a meeting at nursery at least termly (three times per year) to discuss their child's progress towards their PLP outcomes, the effectiveness of the support provided and its impact on the child's progress. This meeting must include the child's Key Person but may also include the SENCo, the Class Teacher and any outside agencies involved (Code of Practice 5.39-5.46). The child's views are always sought and included in the review process. Decisions will be made at this meeting regarding any additional provision, interventions or support that may be needed for the child to continue to make progress.

At every stage of SEN support, the nursery may request help from outside agencies to better assess a child's needs and gain appropriate strategies. These referrals are made only with parental/carer consent and a form will normally need to be filled in. Some of these agencies may include:

- Speech and Language Therapy
- Social Communication Worker
- Educational Psychology
- Occupational Therapy
- Music Therapy
- Dietetics
- Physiotherapy
- Sensory Service (for Vision/Hearing Impairments)
- CAMHS (Child and Adolescent Mental Health Service)
- Community Paediatrician

## **Allocation of Resources**

The Nursery Manager and SENCO are responsible for the management, allocation and agreed resourcing of these funds in order to support the progress of children with SEND.. The SENCO will discuss with parents if they feel a child meets the criteria for Inclusion Supplement Funding and with their permission make an application to the ENF panel for funding.

## **Education. Health and Care Plans (EHC Plan)**

Where, despite the Nursery having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care needs assessment. This will be done with the knowledge and, where possible, agreement of the child's parent. During the course of an EHC needs assessment, the local authority has a duty to gather advice from relevant professionals about the young person's education, health and care needs, desired outcomes and special educational, health and care provision that may be required to meet the identified needs and achieve desired outcomes. The Nursery will co-operate with the local authority in this, by providing the requested advice and information. We also have a duty to admit a child to our Nursery if we named in their EHC plan and to provide the educational support specified in the plan.

## **Admission arrangements**

All children regardless of their SEND are welcome to apply for a place at our Nursery, in line with our admissions policy.

## **Transition**

The SEN support we provide at Heaton House Nursery will include planning and preparing for transition into another setting or setting. This will include a review of the SEN support being provided or the EHC plan. To support the transition, information will be shared with the receiving setting or setting, with parental permission.

## **Complaints Procedure**

Should children or parents/carers be unhappy with any aspect of provision they should discuss the problem with the nursery manager or SENCO. In the event of a formal complaint parents should follow the procedure in the Nursery complaints policy.

## **Storing and Managing Information**

SEND records on individual children are stored on a confidential drive. This drive is only accessible to the Senior Leadership Team.

# Writing an Individual Education Plan (IEP)



The legal framework for this policy is based on:

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Purpose	To outline the process for drafting IEP's
Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	1 <sup>st</sup> October 2021

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## Before writing an IEP:

- collect information about the child's strengths- e.g. enjoys stories individually with practitioner
- record what the child can do, this helps plan the next steps- e.g. is able to sit with the large group for 2 minutes without support
- Use development tools such as Wellcom and ASQ's to assess children's development.
- vary the teaching strategies. Staff to try a range of different strategies or teaching approaches to meet the child's needs.
- differentiate the curriculum. Have small group stories to ensure it is appropriate for child's age/stage of development.
- provide special equipment, e.g. story sacks, special scissors, large threading beads, thicker laces.
- discuss concerns with parents. It is important to raise concerns sensitively to promote a positive working relationship with parents. If you feel a parent may have difficulty accepting the concerns, they could be raised as a difficulty that you have in helping the child. It is helpful to explore whether or not the difficulty occurs at home. If the parents do not share the concerns it is helpful to ask the parents about approaches that they take with the child at home. Parents need to agree that their child would benefit from an IEP and be encouraged to contribute to it.

## IEP's should include:

- maximum of 4 targets. Ensure targets are small steps and not long term, e.g. a long term target for Jack would be to sit and listen to a story. The small step IEP target may be 'Jack to be able to sit on the mat with practitioner and 2 other children and attend to the story without support for 2 minutes'.
- teaching strategies. Anything that is different to the daily curriculum
- review date To be reviewed at least twice a year but preferably more frequently.
- parental consent The IEP should preferably be written with parents but definitely be shared with them. If a childminder is involved it is important, to share the targets with them, with parental consent.

## Writing SMART IEP targets

Specific - relates to the skill that you want to develop for example John will sit and listen to a story with another child for 2 minutes

Measurable - you must be able to see if the target has been achieved e.g. John will sit on the mat for 2 minutes and appear to attend to the story

Achievable - set targets which

the child can do, for example John may not manage 2 minutes in a large group independently but could with an adult

Relevant - it is important that you are working on something that is helpful for the child e.g. that he is attending to a story rather than just sitting still

Time bonded - set a date by which the target should be reviewed

# Administering Medicine



The legal framework for this policy is based on:

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Purpose	Outlining the process for safe medication administration
Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	1 <sup>st</sup> October 2022

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We promote the good health of children attending nursery and take necessary steps to prevent the spread of infection (see Managing Children with Sickness, infections and Allergies also).

These procedures are written in line with current guidance in 'Managing Medicines in Schools and Early Years Nursery' (Early Years Foundation Stage - EYFS). The nursery manager is responsible for ensuring all staff understand and follow these procedures.

A Senior Practitioner/Room Leader is responsible for the correct administration of medication to children. 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 senior practitioner, the manager is responsible for the overseeing of administering medication.

When dealing with medication of any kind in the nursery, strict guidelines will be followed.

## Procedures

Medicines must not usually be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor).

## Prescription Medication

Children taking prescribed medication must be well enough to attend the nursery.

The nursery does not administer non-prescription medications except liquid paracetamol e.g calpol and those medications relating to eczema/skin conditions. In emergency circumstances Piriton may also be administered at the discretion of the nursery manager

If the nursery feels the child would benefit from medical attention rather than non-prescription medication, we reserve the right to refuse nursery care until the child is seen by a medical practitioner

Children's medicines are stored in their original containers in a locked container. Inhalers should be stored in an accessible cupboard to staff, but out of reach of children. Epipens should be stored within the room of the child in a clear plastic box with the child's name and picture. All medications, including all parts of inhalers, should be clearly labeled.

Parents must give prior written permission for the administration of medication. The Senior staff member receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:

- full name of child and date of birth;
- name of medication and strength;
- if child has had medication prior to nursery Y/N. If yes, what time and dosage amount.
- Parents must be asked how many dosages have been given in the past 24 hours;
- dosage to be given in the nursery;
- signature, printed name of parent and date.
- Any reactions must be logged by the practitioner and monitored.

Medications may only be used for the child whose name appears on the medicine.

The medication should be checked to ensure it has not expired.

The prescription must have a pharmacy dispensation date that is no longer than the prescribed course of medication e.g where eye drops have a four day prescribed course, the dispensation date should be within a reasonable time frame of the prescribed course. Where the date is longer than this period the medication has expired and should not be administered or stored on the premises.

The administration of medications must follow the pharmacist's label or in the case of liquid paracetamol, it must not exceed the recommended dosage. The nursery will not administer a dosage that exceeds the recommended dose on the instructions unless accompanied by a doctor's letter or pharmaceutical label. The nursery reserves the right to call the pharmacy in question to check any dosages are correct.

Prescription medicine will only be given to the person named on the bottle for the dosage stated. Medicines must be in their original containers.

At the time of administering the medicine, a senior member of the management team will administer the medicine, or offer it in a manner acceptable to the child at the prescribed time and in the prescribed form. (It is important to note that staff working with children are not legally obliged to administer medication). A witness should be sought to check/observe the medication being administered. They should watch the dispensation of the medication, check that the person administering the medication has measured the correct amount and ensure the child takes the medication.

The administration is recorded accurately on a medication form each time it is given and is signed by staff. Parents/carers sign the medication form to acknowledge the administration of a medicine.

If the child refuses to take the appropriate medication then a note will be made on the form and the parent/carer should be contacted. Where medication is “essential” or may have side effects, discussion with the parent will take place to establish the appropriate response

Wherever possible ask parents/carers to request that GPs prescribe the least number of doses per day, i.e. three x daily, rather than four x daily.

When administering a medication the practitioner should wash their hands and ensure the environment is appropriate for the administration of medication.

The first dose of all medication must be administered at home and a reasonable time left to ensure a child does not have a reaction.

## **Storage of medicines**

The Nursery should only accept prescribed medicines if these are in-date, labelled, provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage. The exception to this is insulin, which must still be in date, but will generally be available to nurseries inside an insulin pen or a pump, rather than in its original container

All medication is stored safely in a locked cupboard/safe within the office or refrigerated in an area where children cannot access. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked locked red medication tin.



Emergency medication, such as inhalers and epipens, will be within easy reach of staff in case of an immediate need, but will remain out of children's reach and under supervision at all times.

A member of staff from the child's room is responsible for ensuring medicine is handed back at the end of the day to the parent.

For some conditions, medication may be kept in the nursery. Staff check that any medication held to administer on an 'as and when required basis', or on a regular basis, is in date and returns any out-of-date medication back to the parent.

A list of all medications kept on the premises can be found in the office detailing the expiry date and child's name. This will be updated on a regular basis.

## **Health Care Plans**

Children who have long term medical conditions and who may require ongoing medication will require a Health Care Plan.

A health care plan for the child is drawn up with the parent outlining the key person's role, and what information must be shared with other staff who care for the child. The health care plan should include the measures to be taken in an emergency. The health care plan is reviewed every six months or more if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.

A copy of each child's Health Care Plan is kept within the child's personal file and within the medication folder.

Parents receive a copy of the health care plan and each contributor, including the parent, signs it.

## **Non-Prescription Medications**

The nursery will administer the stated non-prescription medications, for a short initial period, dependant on the medication or the condition of the child.

If a child requires liquid paracetamol or similar medication during their time at nursery, such medication will be treated as prescription medication therefore consent must be gained from parents to administer.

Liquid Paracetamol is used within the nursery as a last resort and should not be administered as a course of medication unless accompanied by a doctors/pharmacists prescription. Should a child require liquid paracetamol without the completion of the parent/carer consent form, a senior practitioner should ring a parent/carer with parental responsibility to provide their verbal consent to the administration of the medication. The medication consent form should be filled in over the telephone and a signature gained on the arrival of the parent on collection of the child.

Parents may be asked to sign a form on admission allowing calpol to be administered to their child. This consent is used in **emergency circumstances** only where the nursery may be required to quickly control the temperature of a child with a severe increase in temperature. All contacts will be exhausted in the first instance to provide consent however the manager will make a decision as to whether the administration of the medication should be given in the absence of verbal consent. Investigation must be made as to whether written consent was given on admission and any allergies the child may have. Any instances should be recorded outlining the decisions and reasons.

If a child does require liquid paracetamol during the day and the parents cannot be contacted then the nursery manager will take the decision as to whether the child is safe to have this medication based on the time the child has been in the nursery, the circumstances surrounding the need for this medication and the medical history of the child on their registration form. Giving liquid paracetamol will be a last resort and the nursery staff will use other methods first to try and reduce a child's temperature, e.g. remove clothing, fanning, tepid cooling with a wet flannel. The child will be closely monitored until the parents collect the child.

For any non-prescription cream for skin conditions e.g. Sudocreme, prior written permission must be obtained from the parent and the onus is on the parent to provide the cream which should be clearly labelled with the child's name

Where not administering a non-prescribed medication may have a detrimental effect on the child, the manager has the discretion to over rule the policy taking into consideration all relevant medication administration guidelines and the child's individual well-being. Where a child presents themselves as unwell it may be in the child's best interest to stay at home and the administration of non-prescribed medication is avoided.

The parameter to overrule this policy should not be taken lightly and should be carried out in discussion with another senior practitioner. The decision must be documented and reasons given as to why the policy has been overruled. All aspects of the administration of medication procedure must be followed should a decision be made to administer a non-prescribed medication

## **Injections, pessaries, suppositories**

As the administration of injections, pessaries and suppositories represents intrusive nursing, they should not be administered by any member of staff unless appropriate medical training is given to each member of staff caring for this child. This training would be specific for each child and not generic. If this causes a problem in providing appropriate care of a child, please consult Ofsted. The exception to this is the administration of an epi pen in the case of a suspected anaphylaxis shock.

## **Managing medicines on trips and outings**

Medication for a child is taken in a sealed plastic bag clearly labelled with the child's name and name of the medication. On no account may medicine be decanted into other containers or packets or envelopes. The original pharmacy labelled medication should be within the box.

If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic bag clearly labelled with the child's name, name of the medication. Inside the box is a copy of the consent form signed by the parent.

This procedure is read alongside the outings procedure.

## **First Aid Box**

The first aid box for staff should be kept in a readily accessible position, but out of reach of the children.

First aid boxes should only contain items permitted by the Health and Safety (First Aid) Regulations Act 1981, such as sterile dressing, bandages, and eye pads. No other medical items, such as paracetamol should be kept in the first aid box.

## **Disseminating and Implementing this Policy**

All nursery staff will be required to read this policy on their induction and to comply with the contents of the policy. The policy will be kept in the policy point folder and will be available for staff to refer to at all times.

The implementation of the policy will be monitored by nursery staff on a day to day basis.

If incidences of non-compliance do occur, this will be dealt with on a case by case basis through performance management of staff.

Any adverse incidents will be recorded and reviewed to ensure the policy is fit for purpose.

The policy will be formally reviewed at least every three years.

# Managing Children who are Sick and/or Infectious



The legal framework for this policy is based on:

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Purpose	Ensure sick children are identified. Ensure sick children are cared for appropriately. Protect children and adults from preventable infection. Enable our staff and parents to be clear about the requirements and procedures when a child is unwell.
Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	22 <sup>nd</sup> January 2022

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**Children should not be left at the setting if they are unwell. If a child is unwell then they will prefer to be at home with their parent(s) rather than at the setting with their peers. We will follow these procedures to ensure the welfare of all children within the nursery:**

- If any child is thought to be unwell we will assess the condition of the child, this will be done in a kind and caring manner. The child may become distressed so it is important to be calm and reassuring. The Day/Nursery Manager must be informed of any sick children.
- We understand the needs of working parents and will not exclude children from the nursery unnecessarily. It is however at the discretion of the **Manager** when requesting the exclusion of a child for illness or infection and that decision is final. Decisions will be made and take into account the needs of the child and those within the group.
- Any child with an infectious or contagious disease will be excluded for a certain period of time. If staff suspects that a child has an infectious or contagious disease they will advise that parents to consult a doctor before returning to the nursery.
- Should a child become ill whilst at the nursery, the **manager** or **Key person** will contact the parent or emergency contact, we ask for the child to be collected within one hour if possible. The child will be comforted by the **key person** who will take appropriate action which will include medical advice if necessary, whilst awaiting the arrival of the parent/carer.
- Our staff will report any worries about a child's health or well being to the parent/carer immediately. Parents/carers are responsible for keeping the nursery informed about their child's health.
- We recommend that no child may attend the nursery whilst suffering from a communicable disease and should be excluded for the periods recommended. Please see our guidelines.
- Parents/carers will be contacted should their child have a high temperature of **38c/101F** or higher, and will be requested to collect their child as soon as possible.
- Children's paracetamol (Calpol) is administered only with parental consent. Parents will be contacted before Calpol is administered. Parents will be required to sign to acknowledge the administration of the medication and confirm they were notified prior to the medication being administered.

- Coughs and colds do not necessarily require the child to be excluded from the nursery, but this will depend on the severity and how the child is able to cope with nursery routine. A child who is or appears unwell may be refused admission this will be at the discretion of the **Manager**.
- If a child has ongoing discharge from their ears, nose or eyes the parent/carer will be advised to seek advice before their child is allowed back to the nursery and in some cases a doctor's note may be required before returning.
- A child who has sickness or diarrhoea whilst at the nursery is to be collected immediately and kept away for **48 hours** from the last time they were sick or had a runny stool.
- To prevent the spread of conjunctivitis, suspected cases will be reported immediately to parents/carers who will be requested to take their child from the nursery to be seen by the doctor or pharmacist for advice on what treatment is required. Once the child has been treated and the conjunctivitis appears controlled, providing the child is happy they may return to nursery, again this will be at the discretion of the **Day/managers** and in discussion with the parent/carer to ensure the spread of the infection is reduced to a minimum.
- Parents will be contacted if their child develops an unexplained rash and be requested to seek medical advice which they should follow before the child returns to nursery.
- If your child has not been their normal self at home but is not showing signs of illness when brought into the nursery, please mention it to your child's key person or Day/Nursery manager to let them know how to best contact you during the day and how they can support your child whilst they are at the nursery.
- The nursery is committed in providing the highest standards of care for our children ensure their health and well being is maintained at all times.
- We operate an 'open door' policy towards parents/carers in the nursery, so please feel free discuss any concerns about your child with their **key person** or **manager**.
- If any siblings are unwell please do not bring them into the setting. Staff can bring your children out to meet you, at your convenience.
- It is vital that we follow the advice given to us by our registering authority and exclude specific contagious conditions, e.g. sickness and diarrhoea, and chicken pox to protect other children in the nursery. Illnesses of this nature are very contagious and it is exceedingly unfair to expose other children to the risk of an infection
- If a contagious infection is identified in the setting, parents will be informed to enable them to spot the early signs of this illness. All equipment and resources that may have come into contact with a contagious child will be cleaned and sterilised thoroughly to reduce the spread of infection
- The setting has the right to refuse admission to a child who is unwell. This decision will be taken by the manager on duty and is non-negotiable

## **Monitoring Temperatures**

If you suspect a child has a temperature the following steps must be followed:

- Take child's temperature using the ear thermometer.
- Record the child's temperature on a monitoring form
- Record comment's that shows what measures have been done to help reduce temp.
- Take layers of clothing off to help reduce temperature
- Give the child some water to drink
- Call the Parent and record time of call on the monitoring sheet
- Ask the parent to collect the child

- Comfort the child if upset (however try not to cuddle them for too long as your body heat will add to temperature)
- Record and monitor every 10-20 minutes
- If continues to rise call parent again to see how long before collection
- If you are unable to bring the temperature down and it continues to rise, and you cannot contact the parent/carers contact other named persons on the child's registration pack.

### **Temperatures 40c and above**

- If child's temperature is 40c or above complete monitoring form and inform manager
- Manager to check child's temperature and contact parent/carers and ask them to collect
- If parent/carers unable to collect immediately inform them that the temperature will continue to be monitored for 10 minutes and if there is no change or it increases an ambulance will need to be called due to high risk of febrile convulsions
- Continue to monitor temperature and reduce layers of clothing
- If temperature maintains or increases after 10 minutes an ambulance will need to be called
- Parents/carers to be notified immediately
- A senior member of staff is to accompany the child to hospital ensuring they take the child's registration pack with them and a mobile phone.
- Upon returning to the setting the manager is to inform Ofsted.

### **Meningitis procedure**

If a parent informs the setting that their child has meningitis, the manager should contact the Infection Control (IC) Nurse for their area, and Ofsted. Public Health England will also need to be informed. The IC Nurse will give guidance and support in each individual case. If parents do not inform the setting, we will be contacted directly by the IC Nurse and the appropriate support will be given.

### **Reporting of notifiable diseases**

- If a child or adult is diagnosed suffering from a notifiable disease under the public health (infectious diseases) regulations 1988, the GP will report this to the Health Protection agency.
- When the setting becomes aware, or is informed of the notifiable disease, the Manager will inform OFSTED and acts on advice given by the Health Protection Agency.

### **Head injuries**

If a child receives a significant bump to their head it is our policy to contact the parent/carers immediately, for the child to be taken home or to Casualty if thought necessary. This is so the child can be monitored closely for any side effects or concussion.

Smaller injuries to the head will be monitored within the nursery and staff should notify parents if there are any changes to the child's health.

All injuries are logged in our accident book and signed by parents.

## Transporting children to hospital procedure

- Should the **manager** consider the illness or situation needs immediate medical attention, the emergency services will be contacted to take the child directly to hospital and the parent/carer will be contacted accordingly.
- In the unlikely event of the parent /carer not being available the most senior member of staff (**manager**) will assume charge and, if necessary take the child to hospital along with the relevant details.
- If the sickness is severe, call for an ambulance immediately. DO NOT attempt to transport the sick child in your own vehicle
- Whilst waiting for the ambulance, contact the parent and arrange to meet them at the hospital
- A senior member of staff must accompany the child and collect together registration forms, relevant medication sheets, medication and the child's comforter. A member of the management team must also be informed immediately
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance.



## Exclusion Periods

If a child or member of staff becomes ill outside of operational hours, they should notify the setting as soon as possible. The minimum exclusion periods outlined below will then come into operation.

Illness	Exclusion Required
Antibiotics Prescribed	24 hours since the course has been commenced with at least 2 doses administered for medication that has not previously been prescribed
Diarrhoea/Sickness	48 hours clear
Covid 19	Check relevant national guidance
Chicken Pox	5 days from when the rash first appeared (or after the last spot has scabbed)
Conjunctivitis	No exclusion policy required (updated 2023)
Gastro-enteritis, food poisoning	48 hours or until advised by the doctor
Diphtheria	2-5 days
Glandular Fever	Until certified well
Hand, Foot and Mouth disease	During acute phase and while rash and ulcers are present
Hepatitis A	5 days from onset of jaundice & when recovered Hepatitis B Until clinically well
Impetigo	Until the skin has healed
Infective hepatitis	7 days from the onset
Measles	7 days from when the rash first appeared Meningitis Until certified well
Mumps	5 days minimum or until the swelling has subsided
Pediculosis (head lice)	Until treatment has been given
Pertussis (Whooping cough)	5 days from antibiotics
Plantar warts	Should be treated and covered
Poliomyelitis	Until certified well
Ringworm of scalp	Until cured
Ringworm of the body	Until treatment has been given
Salmonella and Dysentery	24 hours or until advised by the doctor
Scabies	Until treatment has been given
	2-3 weeks dependant on the progression of the rash. The last blister must have healed and dried over before attending nursery.
Rubella (German Measles)	5 days from onset of rash
Scarlet fever and streptococcal	5 days from the start of the treatment
Tonsilitis	24 hours since the course has been commenced with at least 2 doses administered for medication that has not previously been prescribed
Tuberculosis	Until declared free from infection by a doctor
Typhoid fever	Until declared free from infection by a doctor
Warts (including Verrucae)	Exclusion not necessary, should keep feet covered

Norovirus	48hrs clear of symptoms
E. coli	Excluded minimum of 48 hours – under 5s until evidence of microbiological clearance
Whooping Cough	5 Days from antibiotic treatment or 21 days from onset of illness if no antibiotic treatment

**This list is not exhaustive please contact the nursery for more information. The nursery has the right to extend any incubation/exclusion period should it feel necessary to do so.**

# Managing Children's Allergies



The legal framework for this policy is based on:

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Purpose	To promote a framework for managing children/staff with specific allergies and to minimise the risk of a child/staff suffering an allergic reaction.
Scope	All staff, parents, students and children
Responsibility	Owner/Manager
Last Reviewed	26 <sup>th</sup> January 2023

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This policy is concerned with a whole nursery approach to the health care and management of those members of the nursery suffering from specific allergies.

Heaton House Nursery are aware that children who attend may suffer from food, bee/ wasp sting, animal or nut allergies and we believe that all allergies should be taken seriously and dealt with in a professional and appropriate way.

Heaton House Nursery's position is to minimise the risk of exposure, encourage self-responsibility, and plan for effective response to possible emergencies.

The *Statutory Framework* states that the provider must obtain information about any dietary requirements/allergy. As such parents are asked to provide details of allergies in the child's Enrolment Form, which is submitted before starting at the nursery

The intent of this policy is to minimize the risk of any child suffering allergy-induced anaphylaxis or any reaction whilst in nursery.

The underlying principles of this policy include:

- The establishment of effective risk management practices to minimise the student, staff, parent and visitor exposure to known trigger foods and insects.
- Staff training to ensure effective emergency response to any allergic reaction situation.

## **Definitions**

**Allergy** - A condition in which the body has an exaggerated response to a substance (e.g. food and drug) also known as hypersensitivity.

**Allergen** - A normally harmless substance that triggers an allergic reaction in the immune system of a susceptible person.

**Anaphylaxis** - Anaphylaxis, or anaphylactic shock, is a sudden, severe and potentially life-threatening allergic reaction to food, stings, bites, or medicines.

**Epipen** - Brand name for syringe style device containing the drug Adrenalin,-which is ready for immediate inter-muscular administration.

**Minimized Risk Environment**- An environment where risk management practices (E.g. Risk assessment forms) have minimised the risk of (allergen) exposure.

**Health Care Plan**- A detailed document outlining an individual student's condition treatment, and action plan for location of Epipen.

## **Procedures and Responsibilities for Allergy Management**

### **General**

- The involvement of parents and staff in establishing individual Health Care Plans.
- The establishment and maintenance of practices for effectively communicating a child's healthcare plans to all relevant staff.
- Staff training in anaphylaxis management, including awareness of triggers and first aid procedures to be followed in the event of an emergency.
- Age appropriate education of the children with severe food allergies.

## **Medical Information**

- The nursery will seek updated information via medical form at the commencement of each calendar year or as and when the needs of children change.
- Furthermore, any change in a child's medical condition during the year must be reported to the nursery.
- For children with an allergic condition, the nursery requires parents / guardians to provide written advice , which explains the condition, defines the allergy triggers and any required medication. This is documented in a Health Care Plan (HCP).
- The Management will ensure that a Health care Plan is established and updated for each child with a known allergy. A HCP must be completed where a child has allergies before they commence their place at Heaton House Nursery.
- All staff are required to review and familiarise themselves with the medical information.
- All Health Care Plans must be stored in the relevant room, the medication file and the child's personal file.
- Where children with known allergies are participating in excursions, the risk assessments must include this information.

### **Medical Information (EpiPens)**

Where EpiPens (Adrenalin) are required in the Health Care Plan:

- Parents/ guardians are responsible for the provision and timely replacement of the EpiPens.
- The EpiPens are located securely in relevant locations approved by the manager.

## **Parent's role**

Parents are responsible for providing, in writing, ongoing accurate and current medical information to the setting.

### **Parents must detail information relating to the allergy; including:**

- The allergen (the substance the child is allergic to)
- The nature of the allergic reaction (from rash, breathing problems to anaphylactic shock)
- What to do in case of allergic reaction, including any medication to be used and how it is to be used.
- Control measures – such as how the child can be prevented from getting into contact with the allergen.
- If a child has an allergy requiring an epipen, or the risk assessment deems it necessary, a “healthcare plan” must be completed and signed by the parents.
- It is the responsibility of the Parent to provide the Pre-school with up to date medication/ equipment clearly labelled in a suitable container.
- In the case of life saving medication like Epi-pens the child will not be allowed to attend without it.
- Parents are also required to provide up to date emergency contact information.
- Parents should liaise with Staff about appropriateness of snacks and any food-related activities (e.g. cooking)

## **Staff's role**

Staff are responsible for familiarising themselves with the policy and to adhere to health & safety regulations regarding food and drink.

- If a child's Enrolment Form states that they have an allergy then a “healthcare plan” is needed. It must be in place before the child starts attending sessions. A risk assessment should be carried and any actions identified to be put in place. The Assessment should be stored with the child's healthcare plan.

- Upon determining that a child attending nursery has a severe allergy, a team meeting will be set up as soon as possible where all Staff concerned attend to update knowledge and awareness of child's needs.
- All Staff who come into contact with the child will be made aware of what treatment/medication is required by the Room Leader and where any medication is stored.
- All staff are to promote hand washing before and after eating.
- Snack time biscuits and snacks are monitored by Staff and are peanut, nut free and other allergens depending on the children attending. All staff should know the procedures at snack and lunch time to ensure the safety of children with allergies.
- All tables are cleaned with an approved solution.
- Children are not permitted to share food to ensure they do not come into contact with allergens
- As part of the Staff first aid course, EpiPen use and storage has been discussed.
- We may ask the Parent for a list of food products and food derivatives the child must not come into contact with.
- Emergency medication should be easily accessible, especially at times of high risk.
- Staff should liaise with Parents about snacks and any food-related activities.

## **Actions**

### **In the event of a child suffering an allergic reaction:**

- We will delegate someone to contact the child's Parents.
- If a child becomes distressed or symptoms become more serious telephone 999
- Keep calm, make the child feel comfortable and give the child space.

- If medication is available it will be administered as per training and in conjunction with the “Medication Policy”.
- In the case of an anaphylactic reaction a staff member must call 999 immediately stating that the child is having an ‘anaphylactic shock’ and take the steps of the ambulance call centre advisors. Another staff member should stay with the child.
- If Parents have not arrived by the time ambulance arrives, a member of Staff will accompany the child to hospital.

### **Role of Parents**

- Parents/carers must ensure that no products are brought onto the premises that contain nuts. Children are prohibited from consuming food brought onto the premises unless the package has been unopened and the ingredients examined by a senior member of staff to ensure the contents are not harmful to any child in the nursery.

The following procedures and documentation in relation to this policy are:-

- National Food trust and Food policy in schools.
- Statutory Framework for the Early Years Foundation Stage
- Our Health & Safety and Risk Assessment Policy
- Managing Medicines in Schools and Early Years Settings

<http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>

- 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 the insurance provider must be obtained to extend the insurance.



# Writing an Individual Health Care Plan

The legal framework for this policy is based on:



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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	13 <sup>th</sup> December 2021

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Ensuring we meet every child's individual needs is incredibly important. Each child we care for has individual needs, which require carefully documenting to ensure those needs are met. For those children who present additional needs, the setting carefully documents these needs and the response the nursery must have in a document which is shared with both families and practitioners.

## **What types of needs require further documentation?**

There are a number of needs that may need documenting. These can range from ongoing circumstances relating to asthma, allergies and ongoing medical treatment. A Health Care Plan should be put in place where care above the typical level is required to ensure the needs of a child is met.

## **When should Individual Needs be documented?**

Children's individual care needs are documented on admission or when there is a change of circumstances to ensure clarity as to their individual needs.

Where additional care needs are present on admission, the Individual Health Care Plan must be filled in and shared with the relevant team members prior to a child starting any sessions at the nursery. Emergency plans must be made available to all team members prior to a child's admission sessions

## **When should a care plan be amended or changed?**

The document should be amended each time there is a change of circumstances within the child's needs to ensure it reflects the current needs of a child.

All plans must be updated every 12 months to ensure they remain relevant and up to date.

## **How do we document individual care needs?**

We document individual children's health and care needs in a care plan. A copy of the 'Individual Care Plan' can be found in the following pages.

# Individual Healthcare Plan

Date:

Adult's name

Group

Date of birth

Adult's address

Medical diagnosis or condition

Date

Review date

## Family Contact Information

Name

Phone no. (work)

(home)

(mobile)

Name

Relationship to child

Phone no. (work)

(home)

(mobile)

## Clinic/Hospital Contact

Name

Phone no.


**G.P.**

Name


Phone no.

Who is responsible for providing support in nursery setting:

--

Describe medical needs and give details of adult's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues etc

--

Name of medication, dose, method of administration, when to be taken, side effects, contra-indications, administered by/self-administered with/without supervision

--

Daily care requirements

Specific support for the adult’s educational, social and emotional needs

Arrangements for nursery visits/trips etc

Other information

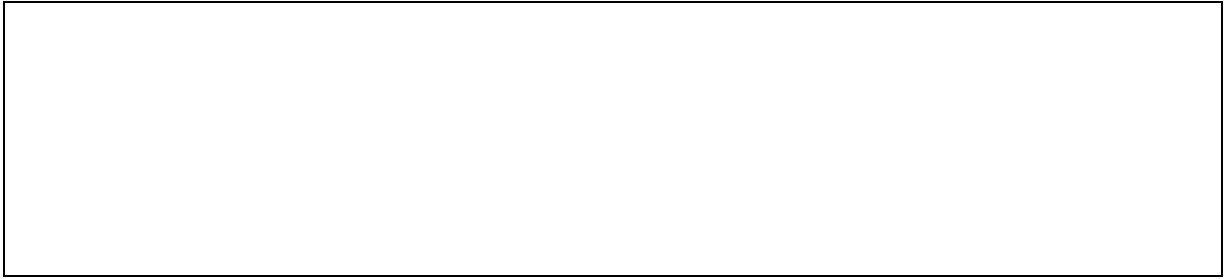
Describe what constitutes an emergency, and the action to take if this occurs

Who is responsible in an emergency *(state if different for off-site activities)*

Plan developed with

Staff training needed/undertaken – who, what, when

Form copied to



# Adult's agreement for setting to administer medicine

The school/setting will not give yourself medicine unless you complete and sign this form, and the school or setting has a policy that the staff can administer medicine.

Date for review to be initiated by

Name of school/setting

Name of Adult

Date of birth

Group/class/form

Medical condition or illness

## Medicine

Name/type of medicine  
(as described on the container)

Expiry date

Dosage and method

Timing

Special precautions/other  
instructions

Are there any side effects that the  
school/setting needs to know about?

Self-administration – y/n

Procedures to take in an emergency

**NB: Medicines must be in the original container as dispensed by the pharmacy**

## Contact Details

Name



Daytime telephone no.

Relationship to Adult

Address

I understand that I must deliver the  
medicine personally to

[agreed member of staff]

The above information is, to the best of my knowledge, accurate at the time of writing and I give consent to setting staff administering medicine in accordance with the setting policy. I will inform the Setting immediately, in writing, if there is any change in dosage or frequency of the medication or if the medicine is stopped.

Signature(s)\_\_\_\_\_

Date\_\_\_\_\_

# Staff training record — administration of medicines and/or medical procedures

Name of setting

Name

Type of training received

Date of training completed

Training provided by

Profession and title


I confirm that [name of member of staff] has received the training detailed above and is competent to carry out any necessary treatment. I recommend that the training is updated [name of member of staff].

Trainer's signature \_\_\_\_\_

Date \_\_\_\_\_

**I confirm that I have received the training detailed above.**

Staff signature \_\_\_\_\_

Date \_\_\_\_\_

Suggested review date \_\_\_\_\_

# Recording and Reporting of Serious Accidents and Incidents



The legal framework for this policy is based on:

Scope All staff, students and parents

Responsibility Owner/Manager

Last Reviewed 13<sup>th</sup> July 2022

## Accident Reporting Contact Details

### Policy statement

	Names	Phone number
RIDDOR REPORTING LINE		0345 300 9923
LADO		01204 337474
Local Authority Integrated Front Door (IFD)		01204 331500
DESIGNATED SAFEGUARDING OFFICER	Lauren Hyde/Sarah Luke	01204 494888
DEPUTY DESIGNATED SAFEGUARDING OFFICER	Janine Moxon/	01204 494888
OFSTED	Inspection	0300 123 1231
SOCIAL SERVICES	Parent/Police liaison	01204 337470

Heaton House Nursery follows the guidelines of the Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioral incidents between children are NOT regarded as incidents and there are separate procedures for this.

### Safeguarding and Welfare Requirement: Health

Heaton House Nursery must keep a written record of accidents or injuries and first aid treatment.

### *Our accident book:*

Is kept safely and accessible within the office. All accidents are logged for visitors, contractors, children, families and our team.

## ***Reporting accidents and incidents***

Ofsted 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;
- A serious accident or injury to, or serious illness of a child in our care and the action we take in response (check Ofsted Website for notifiable instances): and
- The death of a child in our care.

Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and we act on any advice given by those agencies.

Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department.

Heaton House Nursery meets legal requirements for the safety of our employees by complying with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations). We report to the Health and Safety Executive:

- Any work-related accident leading to an injury to a child or adult, for which they are taken to hospital for treatment.
- Any work-related injury to a member of staff, which results in them being unable to work for seven consecutive days. All work-related injuries that lead to a member of staff being incapacitated for three or more days are recorded in our accident book.
- Any work-related accident leading to a specified injury to a member of staff. Specified injuries include injuries such as fractured bones, the loss of consciousness due to a head injury, serious burns or amputations.
- When a member of staff suffers from a reportable work-related disease or illness as specified by the HSE.
- Any death, of a child or adult, that occurs in connection with a work-related accident.
- Any dangerous occurrences. This may be 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.
- Information for reporting the incident to Health and Safety Officer is detailed in the Online Log Book. Any dangerous occurrence is recorded in our incident book (see below)

## ***Our incident book***

We have ready access to telephone numbers for emergency services, including local police.

We ensure that staff and volunteers carry out all health and safety procedures to minimise risk and that they know what to do in an emergency.

On discovery of an incident, we report it to the appropriate emergency services – fire, police, ambulance – if those services are needed.

If an incident occurs before any children arrive, our manager/owner or pre-school supervisor will risk assess this situation and decide if the premises are safe to receive children. Our manager/owner may decide to offer a limited service or to close the nursery.

Where an incident occurs whilst the children are in our care and it is necessary to evacuate the premises/area, we follow the procedures in our Fire Safety and Emergency Evacuation Policy or, when on an outing, the procedures identified in the risk assessment for the outing.

If a crime may have been committed, we ask all adults witness to the incident to make a witness statement including the date and time of the incident, what they saw or heard, what they did about it and their full name and signature.

We keep an incident book for recording incidents including those that are reportable to the Health and Safety Executive as above.

These incidents include:

- break in, burglary, theft of personal or the setting's property;
- an intruder gaining unauthorised access to the premises;
- fire, flood, gas leak or electrical failure;
- an attack on an adult or child on the premises or nearby;
- any racist incident involving families or staff on the premises;
- a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on the premises;
- the death of a child or adult;
- A terrorist attack or threat of one.

In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it - or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, should also be recorded.

In the event of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety Policy will be followed and staff will take charge of their key children. The incident is recorded when the threat is

averted.

In the unlikely event of a child dying on the premises, for example, through cot death in the case of a baby, or any other means involving an older child, the emergency services are called, and the advice of these services are followed.

The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file **Common Inspection Framework** As required under the Common Inspection Framework, we maintain a summary record of all accidents, exclusions, children taken off roll, incidents of poor behaviour and discrimination, including racist incidents, and complaints and resolutions.

### **Further guidance**

Common Inspection Framework: Education, Skills and Early Years (Ofsted)

Early Years Inspection Handbook (Ofsted)

RIDDOR Guidance and Reporting Form; [www.hse.gov.uk/riddor](http://www.hse.gov.uk/riddor)



### Early Years Notification

Serious accident / Serious injury / Death of child whilst in Setting

<b>Person making notification</b>	
<b>Early years setting</b>	Private Nursery/ Education Nursery/ Child Minder ( <i>Please circle</i> )
<b>Name and address of setting</b>	

<b>Name of Child:</b>	
<b>Date of Birth:</b>	
<b>Address:</b>	
<b>Parent carer name</b>	

<b>Date of the Incident:</b>	
<b>Details of the Injury:</b>	
<b>Details of how the injury occurred:</b>	
<b>Action taken by Provider:</b> <i>i.e. parent informed, social care informed, child taken to A&amp;E</i>	

<b>Previous notification(s) of Serious Injury:</b>	<b>Yes / No - If yes provide details</b>
<b>Date referred to Ofsted:</b>	
<b>Date referred to CPU:</b>	
For CPU use:                      Date received: Received by LADO: Setting advised: YES / NO	

# Intimate Care (Inc. nappy changing)



The legal framework for this policy is based on:

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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	11 <sup>th</sup> December 2022

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Heaton House Nursery aims to support children's care and welfare on a daily basis in line with their individual needs. All children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured. At times children need to be cuddled, encouraged, held and offered physical reassurance.

Intimate care routines are essential throughout the day to ensure children's basic needs are met. This may include nappy changing, supporting children with toileting, changing clothes where required, first aid treatment and specialist medical support.

In order to maintain the child's privacy, the majority of these actions will take place on a one-to-one basis and wherever possible will be supported by the child's key worker, with the exception of the first aid treatment that will be conducted by a qualified first aider.

In the absence of the key worker, the child should receive intimate care from a staff member who has an established, secure bond with the child and upholds the relevant DBS checks. This is often referred to in the setting as the 'Key Family'.

Care routines are to be seen as learning opportunities and communication friendly times. Staff members should use this time to encourage conversation and learning relating to self-care and well being. Care routines should not be rushed and independence and self-care should be promoted where appropriate.

Intimate care routines will be respectful of the child and carried out in a designated area where the child feels comfortable. Entrance's to toileting room doors will remain open during care routines to ensure monitoring and will be regularly checked by room leaders/managers to ensure correct procedure is adhered to.



All care routines, inclusive of nappy changing, toileting, changing of clothes and first aid must be documented and kept on record for inspection if necessary. It is the rooms responsibility to ensure they have the correct documentation and that all completed documents are responsibly archived.

The individual needs of all children during care routines should be readily available to consult, yet displayed in a confidential manner, to ensure each child's needs are met. Key workers shall ensure that staff members within the room are aware of their child's needs and how this can be met during care routines.

We wish to ensure the safety and welfare of the children involved in intimate care routines and safeguard against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. Through the following actions we will endeavour to support all parties:

- Promote consistent and caring relationships through the key person system in the nursery and ensure all parents understand how this works
- Ensure all staff undertaking intimate care routines have suitable enhanced DBS checks.
- Train all staff in the appropriate methods for intimate care routines and access specialist training where required, i.e. first aid training, specialist medical support
- Conduct thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to intimate care routines
- Follow up on these procedures through supervision meetings and appraisals to identify any areas for development or further training
- Working closely with parents on all aspects of the child's care and education as laid out in the parent and carers as partners policy. This is essential for intimate care routines which require specialist training or support. If a child requires specific support the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs
- Ensure all staff have an up-to-date understanding of safeguarding and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns in the most appropriate and speedy manner
- The setting operates a whistleblowing policy as a means for staff to raise concerns relating to their peers. The management will support this by ensuring staff feel confident in raising worries as they arise in order to safeguard the children in the nursery
- The management team regularly conducts working practice observations on all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes intimate care routines
- Staff will be trained in behaviour management techniques as applicable

- The nursery conducts regular risk assessments on all aspects of the nursery operation and this area is no exception. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

If any parent or member of staff has concerns or questions about intimate care procedures or individual routines please see the manager at the earliest opportunity.

# Safe Sleep Procedure

The legal framework for this policy is based on:



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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	4 <sup>th</sup> October 2023

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At Heaton House Nursery the safety of babies' and children in our care is paramount. We ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

Our policy follows the advice provided by The Cot Death Society to minimise the risk of Sudden Infant Death. We make sure that:

- Babies are placed on their backs to sleep, but when babies can easily turn over from the back to the stomach, they are allowed to adopt whatever position they prefer to sleep
- Babies/toddlers are never put down to sleep with a bottle to self-feed
- Babies/toddlers are monitored visually when sleeping. Appropriate checks are made at regular intervals to ensure the well-being of the child. Babies under twelve weeks are never left in a separate sleep room without staff supervision at all times.
- When monitoring, the staff member looks for the rise and fall of the chest and if the sleep position has changed
- As good practice we monitor babies under six months or a new baby sleeping during the first few weeks every five minutes until we are familiar with the child and their sleeping routines, to offer reassurance to them and families.

We provide a safe sleeping environment by:

- Monitoring the room temperature
- Using clean, light bedding/blankets and ensuring babies are appropriately dressed for sleep to avoid overheating
- Ensuring all babies sleep in a cot or on a rest mat or bed.
- Not permitting babies to sleep in a nesting ring, car seat or bouncy chair. If a child falls asleep whilst on a walk then they can be left in the pushchair under staff supervision, ensuring the child is strapped in and not too warm.

- Only using safety-approved cots or other suitable sleeping equipment (i.e. pods or mats) that are compliant with British Standard regulations, and mattress covers are used in conjunction with a clean fitted sheet
- Only letting babies sleep in prams if they lie flat.
- Not using cot bumpers or cluttering cots with soft toys, although comforters will be given where required
- Keeping all spaces around cots and beds clear from hanging objects i.e. hanging cords, blind cords, drawstring bags
- Ensuring every baby/toddler is provided with clean bedding
- Transferring any child who is dropped off in a child car seat to a safe sleep environment.
- Transferring any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest.
- Providing babies with opportunities for supervised, daily “tummy time” for babies. This will help babies strengthen their muscles.
- Having a no smoking policy.

### ***Understanding the Unique Needs of Each Child***

#### ***Safe Sleep Routines***

- We recognise parents’ knowledge of their child with regard to sleep routines and we will work together to ensure each child’s individual sleep routines and well-being continue to be met.
- We ask parents to complete sheets on their child’s sleeping routine with the child’s key person when the child starts at nursery and these are reviewed and updated at timely intervals.
- If a baby has an unusual sleeping routine or a position that we do not use in the nursery i.e. babies sleeping on their tummies, we will explain our policy to the parents and ask them to sign to say they have requested we adopt a different position or pattern on the sleeping babies’ form.
- The key person must discuss the parent/carer the importance of safe sleep during the pre-admission session and ask sensitively the child’s current sleeping arrangements at home. Where safe sleep is not promoted in the home environment this must be discussed with the manager who may find it necessary to refer the family to the attention of the Health Visitor or alternative agency.
- All children are provided with a sleep bag labelled with the child’s individual sleep time routines i.e pacifier, special comforters.
- Staff will not force a child to sleep or keep them awake against his or her will. They will also not usually wake children from their sleep.

## **Toddler Sleep Period**

- All children in the Toddler rooms are encouraged to have a sleep/rest period after lunch. Sleep periods last from 11.30am to approximately 2pm.
- The room will be organised to facilitate safe and comfortable sleeping. The lights will be dimmed, blinds closed and calming lullaby music played to sooth children.
- Each child is provided with a sleep mat, a named bedding bag with appropriate bedding. Bed bags must not have drawstrings, ties and preferably will be named pillowcases. Children will be given comforters and pacifiers to aid their sleeping where required.
- Children enter the sleep room and will undress to the appropriate level for sleep. Shoes must be removed and all clothing stored in the child's named bag.
- Children should not be left alone when sleeping.
- Staff must checks on each child every 10 minutes by ensuring the rise and fall of their chest.
- Where children do not wish to sleep, a rest period shall be offered allowing the child to lie down rather than sleep.
- A child generally should not be woken up and should be left to follow their own sleep requirements.
- Once a child has woken they will be dressed, have their nappy or toileting needs met and offered a drink.
- A suitable number of staff will be deployed to ensure the safety of the children whilst sleeping.

## ***Sharing Sleep Time Routine Information***

- Staff will discuss any changes in sleep routines at the end of the day with the relevant staff and share observations and information about children's behaviour when they do not receive enough sleep.
- All sleep routines should be documented to state when children has gone to sleep and when they have woken. This will be shared with the parent/carer at the end of the child's sessions.

## **Sleeping twins**

We follow the advice from The Foundation for the Study of Infant Deaths (FSID) regarding sleeping twins and will not put them together in the same cot to sleep.

## **Safe Sleep Training**

Staff inductions will train staff in safe sleep procedures. New members of staff will not be given sleeping duties until they have been signed of as fully competent and knowledgeable of the safe sleep procedure.

# Immunisations

The legal framework for this policy is based on:



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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	1 <sup>st</sup> June 2022

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We recognise, where possible, that children are vaccinated in accordance with their age. If children are not vaccinated, it is the responsibility of the parents to inform the nursery when filling out the registration form.

Parents need to be aware that children will not be vaccinated in the nursery. This may be due to their age, medical reasons or parental choice. Our nursery does not discriminate against children who have not received their immunisations and will not disclose individual details to other parents. However, we hold the right to share the risks of infection if children have not had immunisations and ask parents to sign a disclaimer.

Information regarding immunisations will be recorded on children's registration documents and updated as and when necessary, including when the child reaches the age for the appropriate immunisations so that the nursery manager will be aware of any children who are not vaccinated within the nursery in accordance with their age.

## Staff vaccinations policy

It is the responsibility of all staff to ensure they keep up-to-date with their vaccinations for:

Tetanus

Tuberculosis

Rubella

Hepatitis

Polio.

If a member of staff is unsure as to whether they are up-to-date, then we recommend that they visit their GP or practice nurse for their own good health.

## Emergency Information

Emergency information should be kept for every child and should be updated every six months with regular reminders to parents in newsletters, via our website and a reminder notice on the Parent Information Board.

## Immunisations

By the age of two all children should have received three doses of diptheria/tetanus/whooping cough/Hib and polio immunizations and at least one dose of measles, mumps and rubella (MMR) immunization.

By age 5 all children should, in addition, have had a booster of diptheria, tetanus and polio, and a second dose of MMR.

# Safer Recruitment Policy

The legal framework for this policy is based on:



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Scope	All staff, students
Responsibility	Owner/Manager
Last Reviewed	20 <sup>th</sup> September 2022

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Heaton House Nursery is committed to promoting and safeguarding the welfare of children and young people and expects all staff and volunteers to share this commitment. The Nursery recognises that the effectiveness and safety of its recruitment policy and procedures make a major contribution to child protection by helping to deter, reject or identify people who might be unsuitable for working with children.

With regard to the provisions we make for safeguarding and safer recruitment, the nursery takes into account the nature, age range and other significant features of the nursery including specifically, EYFS pupils, pupils who board, as well as choristers.

The Recruitment Policy and Procedures are based on and conform with statutory and non-statutory guidance contained in 'Keeping Children Safe in Education', and 'Bolton LCSB Key Safeguarding Standards. This policy also has due regard for Prevent Duty Guidance: for England and Wales (March 2015 supplemented by the non- statutory advice and a briefing note The Prevent duty: Departmental Advice for Schools and Childminders and The Use of Social Media for On-line Radicalisation (July 2015)) and the Disqualification under Childcare Act 2006 (March 2015). The Nursery aims to recruit staff that share and understand our commitment and to ensure that no job applicant is treated unfairly by reason of a protected characteristic as defined within the Equality Act 2010.

This policy applies to the whole nursery:

Throughout the selection and recruitment procedure, the Nursery will have regard to the guidance as set out in the aforementioned documents as well as statutory requirements. The nursery is committed to ensuring that no one will be appointed unless they have a clear understanding of the specific issues regarding safeguarding that apply generally as well as specifically to EYFS children, children who board and those who are choristers.

This will involve:

- The reference of the Nursery's Child Protection policy in any job advertisements
- Requesting applicants to complete an application form, requesting identifying details, National Insurance number, a full, chronological career history since leaving secondary education, any relevant or required qualifications, a declaration of existing contacts in the Nursery, details of



referees and a declaration of criminal convictions that are not “protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended 2013).

- Providing a Job Description and Person Specification which contains the Nursery’s Child Protection policy statement.
- Providing each applicant with a copy of a document detailing the application and recruitment process at Heaton House, which also contains the Nursery’s Child Protection policy statement.
- Ensuring all recruitment documents also clearly state that “applicants must be willing to undergo child protection screening inclusive of reference checks”.
- Asking candidates appropriate questions at interview relating both to their skills and their reasons for wanting to work with children. (Where possible use a scoring matrix)

## **Staff**

The Nursery follows the definition of “staff”, which is set out as follows:

“Any person working at the nursery whether under a contract of employment, under a contract for services or otherwise than under a contract, but does not include supply staff or a volunteer”

## **Application**

All applicants for employment will be required to complete an Application Form asking for the following:

- Full, identifying details of the applicant, including current and former names, current address and National Insurance Number
- A full, chronological career history since leaving secondary education. The applicant will be asked to clarify any gaps through interview.
- Any academic and/or vocational qualifications that are relevant to the position for which he/she is applying
- A declaration of any existing contacts in the Nursery.
- Details of referees.
- A declaration of any convictions, cautions, reprimands or final warnings, except for those to which the DBS filtering rules apply. Please see <https://www.gov.uk/government/publications/dbs-filtering-guidance> for further information. The filtering guidance is published to candidates in the document entitled ‘The Application and Recruitment Process’ Candidates will be asked to complete any incomplete forms. A Curriculum Vitae will not be accepted in place of the completed application form.

Along with the Application Form, applicants will receive the following:

- A Job Description, containing a Person Specification, a statement of the terms and conditions relating to the post, the Nursery’s Child Protection Policy statement.
- A copy of the notes explaining the application and recruitment process at Heaton House.

## **Interview**

Long-listed applicants may be invited to a brief, informal, initial interview to enable a more accurate short-listing process.

Short-listed applicants will be invited to attend a formal interview at which his/her relevant skills and experience will be discussed in more detail. Further assessment is introduced, such as observed lessons.

All candidates are asked to bring the following with them to interview:

Documentary evidence of their ID that will satisfy DBS and Safer Recruitment requirements

Documents confirming any educational and professional qualifications that are necessary for the post.

It is at this point that a personal safeguarding interview will take place, to better understand the candidate's attitudes, motivations and suitability to work with children.

Written records of all interviews, observations and skills tests will be kept on the successful applicant's personnel file.

If, for whatever reason, references are not obtained prior to the interview, the candidate should also be asked at interview if there is anything he/she wishes to declare or discuss in light of the questions that have been (or will be) put to their referees. It is vital that references are obtained and scrutinised before a person's appointment is confirmed and before he/she starts work.

If it is decided to make an offer of employment following the formal interview, any such offer will be conditional upon the satisfactory completion of the checks listed under the following section, 'Appointment Procedures for Staff'.

### **Appointment Procedure for Staff**

The Nursery follows the recommendations by undertaking the following checks prior to the first day at work:

#### **Career History**

Candidates are asked for a full, chronological career history since leaving secondary nursery. They will be asked to provide reasons for any gaps in the Career History section of the Application Form.

#### **References**

- The Nursery will request at least two references for each candidate, which must be a combination of the candidate's current or most recent employer and their most recent instance of working with children. These should cover roughly five years in a person's career history where possible.
- Referees will be asked to state the following in the Nursery's Reference Form:
  - o Any disciplinary or child protection issues
  - o Any reasons why the candidate should not be employed for work with children
  - o The candidate's reasons for leaving

- Referees will also be asked to write a general reference as part of the reference form, in order to provide a better picture of the candidate
- If a reference is taken over the telephone, detailed notes will be taken, dated and signed.
- The Nursery will not accept references from relatives or referees writing solely in the capacity of friends.

### **ID Check**

This is carried out in line with DBS requirements. Candidates will be asked to provide the following:

- Passport
- Driving Licence (photocard) or Birth Certificate
- Proof of address as per DBS guidelines
- Any evidence of a change of name

If the candidate cannot provide any of the above, guidance issued from the DBS will be followed. Copies will be taken and kept on the candidate's file.

### **Right to Work in the UK**

This will usually be the candidate's UK passport. However, the Nursery will follow Government-issued guidance in cases where a candidate is unable to provide a UK passport. A copy of the evidence will be taken and kept on the candidate's file.

### **DBS Check**

It is anticipated that all regular positions (whether voluntary or paid) will fall within the definition of 'Regulated Activity' and will therefore require an Enhanced DBS check.

The definition of "regular" is as follows:

- Once a week, or more often
- On 4 or more days in a 30-day period

A check against the barred list will be undertaken on all staff, either within the enhanced DBS disclosure or separately. Until the Nursery has had sight of the original Disclosure Certificate, the candidate will be treated as unchecked.

The Disclosure may be obtained either by asking the individual to apply for a new DBS Certificate, or by them producing a DBS Certificate which has been registered on the DBS Update Service (only applicable to DBS Certificates which have been issued since 17 June 2013). Candidates who have registered with the DBS Update Service must produce the original of their DBS Certificate, along with the required proofs of ID. In accordance with DBS guidance, the Nursery will ask the candidate to sign a statement to say that they give the nursery permission to access their record on the DBS Update Service.

If the DBS is delayed, the nursery may allow the member of staff to start work, on the following conditions:

- The member of staff is not left unsupervised
- The staff member does not carry out any intimate care duties
- The appointment is not confirmed
- All other relevant checks have been completed satisfactorily
- The DBS application has been made in advance
- The member of staff is informed as to what these safeguards are

### **Disqualification by Association**

The Nursery will ask relevant members of staff to complete a Disqualification from Childcare Self-Declaration Form, which also covers Disqualification by Association, both prior to the start of employment and annually. This will apply to all members of staff.

Whilst this is no longer a specific requirement within the Statutory Framework, all employees are given the opportunity to answer these questions.

### **Overseas Candidates**

If a candidate has lived overseas for more than three months at any point in the past five years, an overseas Police Check/Certificate of Good Conduct will be requested from the relevant country. Where the candidate has worked in a nursery in the UK since moving from overseas within the previous 3 months, the Nursery is entitled to decide to carry out only the standard checks

### **Medical Fitness Declaration**

Candidates will be asked to sign a declaration confirming that they know of no reasons, on grounds of mental or physical health, why they should not be able to discharge the responsibilities required by the post in question.

### **Qualifications Check**

All candidates will be asked to provide original proof of any professional qualifications they hold which are either required for, or relevant to, the position. Copies will be taken and kept on file.

If no original is to be found, the Nursery will ask the candidate to order replacement certificates, or will request confirmation of the qualification in writing from the organisation or institution concerned. The confirmation will be kept on file.

### **Outcomes of the Application and Recruitment Process**

Where the following apply, the Nursery will report the facts to the Police and/or the Disclosure and Barring Service:

- The candidate is found to be on the Barred List, or the DBS Disclosure shows s/he has been disqualified from working with children by a Court; or
- The candidate is found to have been prohibited from the teaching profession
- A candidate has provided false information in, or in support of, his or her application; or
- There are serious concerns about a candidate's suitability to work with children

## **Induction**

All new staff will take part in an induction programme designed to help familiarise them with the Nursery's policies and procedures, including confirming that they have read, understood and agree to the following:

- Safeguarding and Child Protection Policy
- Whistleblowing Policy
- Anti-bullying Policy
- Cyberbullying Policy
- Behaviour Policy
- Sanctions – supplementary guidance
- Staff Code of Conduct
- Acceptable Use Policy
- Physical Restraint and Use of Reasonable Force Policy
- Searching & Confiscation Policy
- Dealing with Pastoral Incidents
- Use of Mobile Phones Policy
- Intimate Care Policy
- What to do if you are worried a child is being abused March 2015

The programme also includes attendance at Child Protection training appropriate to the role.

## **Appointment and Safeguarding Procedures for Others**

### **Supply Staff**

The nursery will only use supply agencies that follow the in depth 'Safer Recruitment Procedures' as detailed above. Agencies will be vetted before using them and information regarding the candidates suitability to work with children will be ascertained before commencing work.

### **Visiting Professionals**

Individuals such as psychologists, nurses, dentists and other public sector staff will have been checked by their employing organisation (LA, Primary Care Trust or Strategic Health Authority). The Nursery will therefore simply ask for confirmation of employment from their employing organisation and request that the individual brings the following proof of ID upon arrival:

- Passport
- Driving Licence
- Utility Bill/Bank statement which is no less than three months old
- Any evidence of a change of name

However, if the individual is self-employed, the same checks will apply as those for staff.

### **Volunteers**

New regular volunteers will be subject to the following checks where necessary, in line with current guidance.

No DBS checks will be carried out for those who are one-off volunteers for Nursery events or trips. However, proof of ID will be checked and the volunteer will be supervised at all times.

### **Vetting Check Exemptions**

In line with the DfE Regulatory Requirements, the Nursery will not conduct vetting checks on the following:

- Visitors to the Head/other staff
  - Those who have only brief contact with children in the presence of a teacher
  - Pupils aged under 16 on work experience or similar
  - Those on the nursery site when pupils are not present
  - Visitors carrying out repairs or servicing equipment
- The Nursery does not re-check staff returning from maternity leave, sabbaticals or similar.

### **Recruitment Process Summary**

#### **Planning & Advertising**

Produce Advert, including statement re Safeguarding, references and DBS Update all standard recruitment letters:

- Applicants & Referees
- Application Form
- Reference Request (Form)
- Acknowledgement Letter
- Agree interview panel and interview questions

#### **Response to Advert**

Keep details of all enquiries

Send an application pack to each enquirer consisting of:

- Job Description
- Application Form
- Application and Recruitment Process Explanation

#### **References**

If interviewer happy to proceed with references, request references. It is the Nursery's policy to ask for at least two references and to ensure that referees are suitable by ensuring, as far as is possible, that:

- One reference is from the current or most recent employer
- One reference is from the most recent case of working with children

## **Interviews**

Depending on the position, interviews will normally consist of skills-related questions and a personal interview.

In some circumstances, we may ask candidates to perform an observed activity as part of the interview.

The interview panel should consist of more than one person. In the case of the Warner-style interview, one interviewer will ask the questions while the second interviewer scribes.

Candidates should be asked if there is anything they wish to declare in light of the requirement for a DBS check.

If references are not obtained before interview, the candidate should also be asked if there is anything he/she wishes to declare or discuss in light of the questions that have been (or will be) put to his/her referees.

## **Recruitment Decision and Checks**

The interviewer contacts the successful candidates directly to informally offer them the position. This will generate a Letter of Appointment with the following information:

- Start Date
- Hours of Work
- Salary
- Who will be in charge of the candidate's induction
- Review period
- A list of the checks that need to be completed before the first day at work
- Carry out Recruitment check e.g DBS, Staff Handbook,

Letters to unsuccessful candidates should be sent at the same time, including to those who have been on 'hold'.

## **Payroll**

Ensure that the candidate has:

- Handed their P45 to the Finance Office, or completed an HMRC New Starter Checklist
- Discussed their pension options with the Nursery Accountant

## **Child Protection Training**

All candidates will be required to complete Safeguarding training before commencing their role. Where available this may be face to face or online.

Prevent Training will be required to be completed.

## **Paediatric First Aid**

At Heaton House Nursery we aim to have all staff members trained in Paediatric First Aid to ensure children are best protected in all circumstances. PFA training will be arranged at the earliest possibility. The nursery trains candidates with the Bolton Under Fives Form who are accredited providers of PFA.

## **Induction**

Wherever possible, candidates will be invited to carry out an induction prior to their first day. In all other circumstances, candidates will complete their 'First Day' induction on arrival on their first day. The induction is an ongoing process and meetings with the candidate are arranged after their first day, week and subsequent months for up to three months.

(See Induction Pro Forma)

## **Probationary Period**

All candidates will be required to complete a probationary period. After successful completion of the probationary period the candidate will be provided with a letter outlining that their probationary period has been successfully completed.



# Student Placements

The legal framework for this policy is based on:



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Scope	All staff, students and parents
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Responsibility	Owner/Manager
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Last Reviewed	13 <sup>th</sup> Novemeber 2022
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This 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, including those studying for the CACHE level 2 Certificate in Pre-school Practice and CACHE level 3 Diploma in Pre-school Practice. Also students undertaking 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.

- We require students to meet the 'suitable person' requirements of Ofsted.
- All students will undertake an induction outlining how the nursery operates and outlines key policies and procedures including Safeguarding, Fire Evacuation Policies and Confidentiality.
- We require schools placing students under the age of 17 years with the setting to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students who are placed in our setting on a short term basis are not counted in our staffing ratios.
- Trainee staff employed by the setting may be included in the ratios if they are deemed competent.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to keep to our confidentiality policy.
- We co-operate with students' tutors in order 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. Safeguarding will be fully explained and the designated safeguarding officer will be pointed out to students.
- 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 early years training, which provides the necessary background understanding of children's development and activities.

# Induction of Employees



The legal framework for this policy is based on:

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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	5 <sup>th</sup> December 2022

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Ensuring our newly recruited team members are inducted into the operations of the nursery is important to ensure they follow the correct policies and procedures. Inductions are informative sessions with our senior management which goes through all the information needed to work effectively and safely within an Early Years Setting. It also ensures team members can appropriately care for children and safeguard their needs.

At Heaton House Nursery we believe that an induction does not occur over one day but over several months, developing and enhancing an individual's knowledge.

A good induction programme will help:

- turn newly recruited individual quickly into effective educators
- ensure the quality of care for children
- uphold safeguarding standards
- reduce staff turnover
- improve motivation and performance
- allow employers to delegate, freeing time for management activities
- increase commitment from employees

According to the Early Years Foundation Stage Statutory Framework *"induction training should be provided for new staff to help them understand how the provision operates and their role within it. Induction training should include matters such as evacuation procedures and child protection and health and safety issues"*.

A good induction programme should help to relieve any worries a new team member may have, such as will they get on with their co-workers, understand the standards and rules of the setting, make a good impression, and be able to do their job. Identifying these concerns before induction begins is important.

The induction process goes hand in hand with new employee's probationary period and will be their introduction into the performance management structures of the organisation. During the induction/probationary period employees will receive more regular supervision and complete a performance and development review.

## Training

During the initial stages of recruitment all new team members will be given access to our training platform. We ask that our new team members complete the following training

- Safeguarding Training\*
- Prevent Duty\*
- Female Genital Mutilation (FGM)
- Food Hygiene – Level 2
- Health and Safety
- Manual Handling

Some of this training will take place over the initial three month period. Dependant on the role, additional training may be required to be completed on joining the team.

\*Essential training before the candidate joins the nursery

## Policies and Procedures

All new staff will take part in an induction programme designed to help familiarise them with the Nursery's policies and procedures, including confirming that they have read, understood and agree to the following:

- Safeguarding and Child Protection Policy
- Whistleblowing Policy
- Anti-bullying Policy
- Cyberbullying Policy
- Behaviour Policy
- Staff Code of Conduct
- Acceptable Use Policy
- Use of Mobile Phones Policy
- Intimate Care Policy
- Keeping Children Safe in Education Part 1 and Annex A September 2016
- Working Together to Safeguard Children 2015
- What to do if you are worried a child is being abused March 2015

The programme also includes attendance at Child Protection training appropriate to the role.

## Induction Checklist

Over the course of the first weeks and months our team members will fill in an Induction Checklist to outline their ongoing discussions and development. This will be signed off and an action plan devised with ongoing or further training requirements.

# Health and Safety — General Statement



The legal framework for this policy is based on:

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Scope All staff, students and parents

Responsibility Owner/Manager

Last Reviewed 26<sup>th</sup> November 2022

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Our policy is to provide and maintain safe and healthy working conditions, equipment and systems of work for all our employees and a safe early learning environment in which children are cared for and learn. We provide information, training and supervision to meet this purpose and we wish to develop and promote a strong health and safety culture within the nursery for the benefit of all staff, children and parents. We also accept our responsibility for the health and safety of other people who may be affected by our activities.

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

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

## Aims and objectives

The aim of this policy statement is to ensure that all reasonably practical steps are taken to ensure the health, safety and welfare of all persons using the premises.

To achieve this we will actively work towards the following objectives:

- Establish and maintain a safe and healthy environment throughout the nursery including outdoor spaces
- Establish and maintain safe working procedures amongst staff and children
- Make arrangements for ensuring safety and the absence of risks to health in connection with the use, handling, storage and transport of hazardous articles and substances
- Ensure the provision of sufficient information, instruction and supervision to enable all people working in or using the nursery, to avoid hazards and contribute positively to their own health and safety and to ensure that staff have access to regular health and safety training
- Maintain a healthy and safe nursery and safe entry and exit from it
- Formulate effective procedures for use in case of fire and other emergencies and for evacuating the nursery premises. Practice this procedure on a regular basis to enable the safe and speedy evacuation of the nursery
- Follow the regulations of the Health & Safety at Work Act 1974 and any other relevant legislation
- Maintain a safe working environment for pregnant workers or for workers who have recently given birth including undertaking appropriate risk assessments

- Maintain a safe environment for those with disabilities and ensure all areas of the nursery are accessible (wherever practicable)
- Provide a safe environment for students or trainees to learn in
- Encourage all staff, visitors and parents to report any unsafe working practices or areas to ensure immediate responses by the management.

We believe the risks in the nursery environment to be low and we will maintain the maximum protection for children, staff and parents. The nursery will:

- Ensure all entrances and exits from the building, including fire exits are clearly identifiable and remain clear at all times
- Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action
- Ensure that all staff, visitors, parents and children are aware of the fire procedures and regular fire drills are carried out
- Ensure that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors and especially children
- Ensure that all members of staff take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate
- Prohibit smoking on the nursery premises
- Prohibit any contractor from working on the premises without prior discussion with the officer in charge
- Prohibit running inside the premises unless in designated areas
- Risk assess all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the nursery
- Ensure all cleaning materials are placed out of the reach of children and kept in their original containers
- Wear protective clothing when cooking or serving food
- Prohibit certain foods, e.g. peanuts are not allowed in the nursery
- Ensure risk assessments are undertaken on the storage and preparation of food produce within the nursery
- Familiarise all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are
- Ensure children are supervised at all times
- Ensure no student is left unsupervised at any time.

### ***Responsibilities***

Responsibility for Health and Safety in the nursery is that of **Lauren Hyde**.

The manager has overall and final responsibility for this policy being carried out at:

*Heaton House Nursery  
553 Chorley Old Road  
Bolton  
BL1 6AE*

The deputy nursery manager will be responsible in her absence.

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

Whenever a member of staff notices a health or safety problem, which they are not able to rectify, they must immediately report it to the appropriate person named above. Parents and visitors are requested to report any concerns they may have to the manager

Daily contact, monthly staff meetings and health and safety meetings provide consultation between management and employees, this will include health and safety matters.

Health and safety training

Person responsible for monitoring staff training is **Joyce L. Baxter and Lauren Hyde**

**Training table (example):**

Area	Training required	Who
First aid	Course	All staff
Dealing with blood	In house training/course	All staff and students
Safeguarding/Child protection	In house training/course	All staff and students
Risk assessment	In house training/course	All staff
Fire safety procedures	In house training	All staff and students
Use of fire extinguisher	In house training/course	All staff where possible
Manual handling	In house training/course	All staff and students
Stress awareness and management	In house training/course	All staff
Changing of nappies	In house training	All staff and students
Fire warden duties	External course	Fire Warden

At least one member of staff on duty **MUST** hold a full paediatric First Aid at Work certificate.

### **Health and safety arrangements**

- All staff are responsible for general health and safety in the nursery
- Risk assessments will be conducted on all areas of the nursery, including rooms, activities, outdoor areas, resources and cleaning equipment
- All outings away from the nursery (however short) will include a prior risk assessment – more details are included in our outings policy
- All equipment and areas will be checked thoroughly by staff before children access the area. These checks will be recorded in each room and initialled by the staff responsible. All unsafe areas will be rectified by this member of staff to ensure the safety of children, if this cannot be achieved the manager will be notified immediately
- We provide appropriate facilities for all children, staff, parents and visitors to receive a warm welcome and basic care needs, e.g. easy to access toilet area and fresh drinking water
- The nursery will adhere to Control Of Substances Hazardous to Health Regulation (COSHH) to ensure all children, staff, parents and visitors are safe around any chemicals we may use on the premises

- All staff and students will receive appropriate training in all areas of health and safety which will include risk assessments, manual handling and fire safety
- We have a clear accident and first aid policy to follow in the case of any person in the nursery suffering injury from an accident or incident
- We have a clear fire safety policy and procedure which supports the prevention of fire and the safe evacuation of all persons in the nursery. This is to be shared with all staff, students, parents and visitors to the nursery
- All health and safety matters are reviewed informally on an on going basis and formally every six months or when something changes. Staff and parents will receive these updates as with all policy changes as and when they happen
- Staff and parents are able to contribute to any policy through the suggestion scheme and during the regular meetings held at nursery.

# First Aid Policy

The legal framework for this policy is based on:



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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	3 <sup>rd</sup> January 2022

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## Aims

The aims of our first aid policy are to:

- Ensure the health and safety of all staff, pupils and visitors
- Ensure that staff and governors are aware of their responsibilities with regards to health and safety
- Provide a framework for responding to an incident and recording and reporting the outcomes

## Legislation and guidance

This policy is based on the Statutory Framework for the Early Years Foundation Stage, advice from the Department for Education and the following legislation:

- The Health and Safety (First Aid) Regulations 1981, which state that employers must provide adequate and appropriate equipment and facilities to enable first aid to be administered to employees, and qualified first aid personnel
- The Management of Health and Safety at Work Regulations 1992, which require employers to make an assessment of the risks to the health and safety of their employees
- The Management of Health and Safety at Work Regulations 1999, which require employers to carry out risk assessments, make arrangements to implement necessary measures, and arrange for appropriate information and training
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013, which state that some accidents must be reported to the Health and Safety Executive (HSE), and set out the timeframe for this and how long records of such accidents must be kept
- Social Security (Claims and Payments) Regulations 1979, which set out rules on the retention of accident records

## Roles and responsibilities

All members within our Early Years Team receive Paediatric First Aid Training (PFA) as part of their initial induction training.



Appointed person(s) and first aiders are:

Lauren Hyde

Janine Moxon

Named first aiders above are responsible for:

- Taking charge when someone is injured or becomes ill
- Ensuring there is an adequate supply of medical materials in first aid kits, and replenishing the contents of these kits
- Ensuring that an ambulance or other professional medical help is summoned when appropriate

First aiders are trained and qualified to carry out the role and are responsible for:

- Acting as first responders to any incidents; they will assess the situation where there is an injured or ill person, and provide immediate and appropriate treatment
- sending children home to recover, where necessary
- Filling in an accident report on the same day, or as soon as is reasonably practicable, after an incident.
- Keeping their contact details up to date

### **First aid procedures**

In the event of an accident resulting in injury:

The closest member of staff present will assess the seriousness of the injury and seek the assistance of a qualified first aider, if appropriate, who will provide the required first aid treatment.

The first aider, if called, will assess the injury and decide if further assistance is needed from a colleague or the emergency services. They will remain on scene until help arrives

The first aider will also decide whether the injured person should be moved or placed in a recovery position

If the first aider judges that a child is too unwell to remain in nursery they will call the parents and record this on the accident sheet. If so, parents will be contacted and asked to collect their child. Upon their arrival, the first aider will recommend next steps to the parents and require the parents to sign an accident form outlining the injury.

If emergency services are called, the First Aider or a person within senior management will contact parents immediately. The first Aider may be required to attend with the child in an ambulance awaiting the parent's arrival.

The member of staff will complete an accident report form on the same day or as soon as is reasonably practical where serious Injury presents itself.

### **Off-site procedures**

When taking children off the nursery premises, staff will ensure they always have the following:

- A mobile phone
- A portable first aid kit
- Information about the specific medical needs of pupils
- Parents' contact details

Risk assessments will be completed by senior management prior to any educational visit.

There will always be at least one first aider with a current paediatric first aid certificate on nursery trips and visits, as required by the statutory framework for the Early Years Foundation Stage.

### **First aid equipment**

A typical first aid kit in our school will include the following:

- A leaflet with general first aid advice
- Regular and large bandages
- Eye pad bandages
- Triangular bandages
- Adhesive tape
- Safety pins
- Disposable gloves
- Antiseptic wipes
- Plasters of assorted sizes
- Scissors
- Cold compresses
- Burns dressings

No medication is kept in first aid kits. First aid kits are stored in:

- All classrooms (a basic first aid kit)
- The nursery kitchen
- The Office

### **Record-keeping and reporting**

First aid and accident record book

- An accident form will be completed by the first aider on the same day or as soon as possible after an incident resulting in an injury
- As much detail as possible should be supplied when reporting an accident.

### **Accident Reporting**

(See Recording and Reporting Accident Policy)

## **Training**

All team members are able to undertake first aid training if they would like to. This is highly recommended by the nursery and offered on a cycle of training.

All first aiders must have completed a training course, and must hold a valid certificate of competence to show this. The nursery will keep a register of all trained first aiders, what training they have received and when this is valid until.

Staff are encouraged to renew their first aid training when it is no longer valid.

## **Links with other policies**

This first aid policy is linked to the

- Recording and Reporting Accidents
- Health and safety policy
- Risk assessment policy

# Nutrition and Meal times



The legal framework for this policy is based on:

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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	4 <sup>th</sup> January 2023

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To show our commitment to improving the nutritional quality of the food we provide at Heaton House Nursery we follow the Children's Food Trust Voluntary Food and Drink Guidelines. In conjunction with the programme, change 4 life and completing 'Eating Well for Under 5s' training, we have reviewed and implemented changes to our food policy.

We believe mealtimes should be a happy, social occasion for children and staff alike. Positive interactions should be shared at these times and enjoyed. It is a time to build independence and social skills whilst exploring a broad range of foods. Heaton House Nursery is committed to offering children healthy, nutritious and balanced meals and snacks which meet individual needs and requirements.

We will ensure that:

- A balanced and healthy midday meal and tea is provided and includes a protein, carbohydrate and a selection of seasonal fruit or vegetables, also two daily snacks are provided for children attending a full day at the nursery. We offer two or more different types of calcium throughout the day. Milk or water will be offered during snack time and milk and water during main mealtimes.
- We endeavour to source all of our fresh ingredients locally.
- Menus are planned in advance, rotated termly and reflect cultural diversity and variation. These are displayed for children and parents to view on the parents' notice board and on our website, also parents will be able to download our current recipes and add their child's favourite recipes to our menu.
- We provide nutritious food at all snack and meal times, avoiding large quantities of fat, sugar and salt and artificial additives, preservatives and colourings. We now use natural or Greek full fat yogurt, reduced sugar baked beans, tuna in 'spring water' and 'dairy' ice cream.
- Parents are involved in menu planning by filling out the 'Parent's Healthy Food Survey' to suggest recipes for main meals and snacks.
- Children are encouraged to make their own healthy snacks. During the preparation children are introduced to new ingredients and tastes. When possible produce that the children have grown in the nursery garden will be used.

- We promote positive attitudes to healthy eating through play opportunities and discussions such as harvest, religious festivals, through the child's interests, stories, exploring and tasting different foods, cooking and mealtimes.
- Quantities offered take account of the ages of the children being catered for. We refer to the following chart for portion sizes.

<b>Bread, rice, potatoes, pasta</b>	<b>Size of the child's fist</b>
<b>Fruit and vegetables</b>	<b>Size of the child's handful</b>
<b>Milk and dairy foods</b>	<b>Size of the child's first two fingers</b>
<b>Hard cheese</b>	<b>Size of the child's palm</b>
<b>Meat, fish, eggs and beans</b>	<b>Size of the child's palm</b>

- We provide foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones. Cultural differences in eating habits are respected.
- Fresh drinking water is constantly available. Each room has a water station where the children freely access their bottles.
- Individual dietary requirements are respected. We gather information from parents regarding their children's dietary needs including any special dietary requirements, preferences and food allergies that a child has and any special health requirements before a child is admitted to the nursery. Where appropriate we will carry out a risk assessment in the case of allergies, display the child's requirements with an explanation in the kitchen area and work alongside parents to put into place an individual dietary plan for their child.
- Staff show sensitivity in providing for children's diets and allergies. They do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy
- Staff set a good example and eat with the children and show good table manners. Meal and snack times are organised so that they are social occasions in which children and staff participate in small groups. During meals and snack times children are encouraged to use their manners and say 'please' and 'thank you' and conversation is encouraged.
- Staff use meal and snack times to help children to develop independence through making choices, laying and clearing the table, serving food and drink, and feeding themselves. Staff support children to make healthy choices and understand the need for healthy eating.
- Any child who shows signs of distress at being faced with a meal he/she does not like will have his/her food removed without any fuss. If a child does not finish his/her first course, he/she will still be given a small helping of dessert. Children not on special diets are encouraged to eat a small piece of everything.
- We encourage our staff to sit and eat with the children, as often as possible because often fussy eaters will 'have a go' if they see their peers or an adult eating the same food.
- Children who refuse to eat at the mealtime will be offered food later in the day. Their parents will be informed and together it will be discussed how best to encourage their child to eat.
- Children are given time to eat at their own pace and not rushed.
- No child is ever left alone when eating/drinking to minimise the risk of choking
- The nursery provides parents with daily written records of feeding routines for children in the under twos room.

## **Breast Milk in Nursery**

- During viewing appointments and settling in sessions families will be informed and encouraged to continue breast feeding if they wish. Labelled breast milk can be stored in the fridge and mums can breast feed their children in the nursery.

## **Training**

- All staff that prepare and handle food are competent to do so and receive Level 2 Food Safety Training.

# Food Hygiene



The legal framework for this policy is based on:

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Purpose

Scope All staff, students and parents

Responsibility Owner/Manager

Last Reviewed 8<sup>th</sup> January 2023

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## 1. Introduction

The Company believes that the effective management of food safety relies heavily on having effective operational policies for the safe preparation, storage and handling of food. Attention to high standards of management of food services, food handlers' education and good hygiene practice are therefore essential.

A food handler is anyone involved in the handling or preparation of food and beverages. Therefore, this policy applies to any food service staff within the Company and covers all aspects of food service as delivered by the Company.

This policy should be read in conjunction with other existing Company policies. All staff have a duty to adhere to this and the Company's other policies from time to time in force, including but not limited to the Company's Health and Safety, Fire Safety, and Equal Opportunities Policies.

This policy aims to ensure that employees' workplace conduct is of a high standard and in accordance with the standards required by the Food Safety Act 1990 and The Food Safety and Hygiene (England) Regulations 2013.

Any staff found in breach of this Food & Hygiene Policy can potentially face disciplinary action.

## Food Handling and Transport

It is the employee's responsibility to ensure that all food handled by that employee is washed before use.

The kitchen team must ensure that food temperatures are checked on dispatch and on receipt to ensure microbiological food safety.

If, according to an employee, a supplier is not handling the delivered food safely, the employee must notify their manager and the kitchen team and decline the delivery. The supplier will also be notified of the intention to decline the delivery.

A nominated member of staff must check expiry dates on any stored foods daily. The Kitchen team is responsible for ensuring that any food found to be out of date is discarded.

All staff are required to follow any storage instructions on food packaging.

All staff are obliged to use food from storage on a first in/first out basis.

All dried foods should be stored off the floor in sealed containers to avoid potential contamination by pests.

## **2. Equipment and Premises**

Each employee is required to make sure that the necessary equipment (including uniforms and personal protective equipment) and services are available to enable good hygiene practice to be followed at all times. Should any of the necessary equipment be missing or damaged it is each employee's duty to notify the manager. It is the kitchen team's responsibility to keep all equipment in good order, repair and condition.

All equipment that comes into contact with food needs to be cleaned to minimize the risk of cross-contamination.

The kitchen team shall ensure that all premises and equipment used for the preparation, serving or storage of food shall be in an appropriate sanitary state, in good repair and condition.

The kitchen team is responsible for making sure that the washbasins for hand cleaning have hot and cold running water, soap and drying material in place at all times. If any employee becomes aware that the supply of hot and cold water, cleaning products, soap and/or drying materials are not available, he/she must immediately notify the

The Kitchen team is responsible for monitoring the effectiveness of the ventilation in the premises and will notify the manager should the ventilation be out of order to arrange for repairs as soon as possible.



### 3. Cross-contamination of Foods

Cross-contamination of foods is to be avoided at all times as it is a common cause of food poisoning. Cross-contamination can occur when bacteria are spread from one item to another, for instance, bacteria on a piece of raw chicken could be spread via cooking utensils or hands to another foodstuff. Employees must do the following at all times to avoid cross-contamination:

At all times, food handlers are obliged to keep raw meat and poultry and ready-to-eat foods separate.

Employees must thoroughly wash their hands every time after handling raw meat and poultry.

Employees preparing food are also responsible for cleaning work surfaces and cutting equipment (including knives and chopping boards) before and after preparing raw meat and poultry. When preparing raw meat and poultry, staff are required to use separate chopping boards and knives.

It is the responsibility of each employee to make sure that raw meat and poultry and ready to eat food are stored separately in the fridge. Where possible raw meat and poultry should be stored in a separate fridge from ready-to-eat food. In any event raw meat and poultry should always be refrigerated below ready-to-eat foods.

### 4. Temperature Control

#### *Chilled Food*

Chilling food can help to prevent harmful bacteria growth so it is crucial that certain foods are kept at or below a particular cold temperature. All employees have a responsibility to ensure that they do not break the cold chain. All employees must observe the following in order to preserve the cold chain at all times:

All cold foods must be kept at 8°C or below. This is a legal requirement. Nominated employees must check that the fridge temperature is cold enough at regular intervals and record the temperature.

When food is being displayed or served it may not always be possible for the food to be chilled at below 8°C, therefore it is possible to keep the food at above 8°C but this can only happen for a maximum period of 4 hours and can only happen once. If some food is left after this period of time has elapsed then the food must either be thrown away or it must be chilled at 8°C or below and kept chilled at this temperature.

Employees are required to put any chilled food into a fridge straight away.

Employees must ensure that chilled food is kept out of the fridge for the shortest time possible.

### ***Cooking Food***

It is equally important to ensure that all cooked food is cooked properly, for the correct amount of time and at the required temperature. It is important to ensure that all cooked food is piping hot all the way through. Most foods need to be cooked thoroughly all the way through and most meat products should not be served rare or have pink meat inside, especially foods such as chicken and meats that have been rolled or minced such as sausages and burgers, because bacteria could be inside these products. Certain cuts of meat can be cooked and served rare with pink on the inside if the customer has requested this method, for instance steaks, or joints of beef or lamb. In order that foods are cooked safely and hygienically all employees must comply with the following:

It is a legal requirement that all cooked food that is kept hot for any reason should be maintained at a temperature of 63°C or above.

When food is being displayed or served it may not always be possible for the food to be kept at 63°C or above, therefore it is possible to keep the food at below 63°C but this can only happen for a maximum period of 2 hours and can only happen once. If some food is left after this period of time has elapsed then the food must either be thrown away or it must be chilled at 8°C or below and kept chilled at this temperature until it is used.

The kitchen team must manage a food temperature control checklist by carrying out temperature checks throughout the entire food chain (from delivery to consumption).

If food has been cooked and needs to be cooled this should be done as quickly as possible and the food should then be refrigerated straight away.

It is the duty of employees to regularly check that any display units are keeping the right temperature and to report any faults to their manager immediately.

## **5. Refrigerators**

All staff should ensure that all food storing refrigerators are used for food storage ONLY.

The allocated employee must check and record the temperature of each refrigerator morning and evening, and ensure that the temperature in the refrigerator is kept between 1°C - 5°C.

The allocated kitchen team is responsible for ensuring that the following controls are maintained:

- The refrigerator is cleaned daily and as spills occur;

- The door seals are regularly checked; and

The refrigerator is defrosted weekly.

The kitchen team is responsible for ensuring that the following rules are applied when storing food in a refrigerator:

High risk foods should be stored between 0°C - 4°C;

Fresh meat, poultry and fish should be stored between 0°C - 1°C;

Frozen foods to be stored at or below -18°C; and

Cook-chill products to be stored at 3°C or below.

High Risk foods are: foods which, under certain conditions provide a supportive environment in which pathogenic bacteria can easily multiply and these foods are normally eaten without treatment that would destroy such bacteria. Foods within this definition include: all cooked meats and poultry; cooked meat products including gravy and stock; milk, cream, artificial cream, custards and dairy produce; cooked eggs and products made with eggs (does not include pastries or cakes); shellfish and other seafood and cooked rice.

## **6. Food Handling Staff**

Food handlers must take all reasonable, practical steps to avoid the risk of contamination of food or ingredients.

On arrival at work, all food handlers must:

- Wash their hands
- Put on clean, closed shoes with non-slip soles
- Tie up long or shoulder-length hair
- Remove jewellery
- Cover cuts/boils/sores with a clean, blue waterproof dressing

All food handlers are required to wash their hands before and after contact with food, after a break, after smoking or eating, after going to the toilet, after emptying a rubbish bin, after blowing their nose and after cleaning. Hands must be washed properly using soap and running water and then dried thoroughly.

Food handlers with small cuts must cover them with a coloured waterproof dressing.

Staff will not, while on duty, bite nails, smoke, chew gum or eat in a food preparation and service area.

In food preparation areas long hair must be tied securely back from the face and worn.

Food handling staff are not allowed to wear watches and jewellery (except for a wedding band) when preparing food.

Food handlers' finger nails must be kept short and clean.

Perfume and aftershave must not be worn.

If food handling staff notice any lack or disrepair of adequate sanitary and hand-washing facilities, including a supply of soap and paper towels for hand drying, they must immediately notify the manager

The allocated manager must ensure that food handlers receive adequate supervision, instruction and training in food hygiene.

The kitchen team is responsible for ensuring maintenance of day-to-day standards of hygiene in the kitchens. It is also the responsibility of manager to ensure that staff are made available to attend training sessions on food related subjects.

All employees handling food will receive food hygiene training. All food handlers must attend food hygiene training and must ensure that their attendance is recorded.

Failure to comply with the required standards of personal hygiene and practice may result in disciplinary action.

Any staff that have symptoms of diarrhoea and/or vomiting are strictly forbidden from handling food and entering any food preparation area. This restriction applies until at least 48 hours have elapsed without any symptoms.

## **7. Occupational Health**

It is the responsibility of each employee to notify the manager of any condition which compromises their ability to conform to the Company's hygiene requirements.

Any member of staff who becomes ill whilst handling food should stop work immediately and report to the manager.

All food handlers must be medically fit in order to handle food and maintain a high level of personal cleanliness. Anyone suffering from or likely to be carrying a food transmissible illness, an infected wound, a skin infection, sores or diarrhoea/vomiting is not allowed to work in the

food handling area.

Any food handler who is suffering from any of the symptoms or diseases mentioned above, must immediately notify the manager and explain the possible cause of those symptoms. Food handling staff suffering from diarrhoea or vomiting are not permitted to return to work until they have been free of symptoms for at least 48 hours.

Staff who have come into contact with any infectious disease outside of work must report this to the manager.

## **8. Accidents and Dangerous Occurrences**

All staff must notify the manager in writing on the happening of any accidents or dangerous occurrences, using the Company's Accident Report Book.

Suspected outbreaks of food related illness must be reported immediately to the Directors.

## **9. Disposal of Waste**

Waste/refuse should not be allowed to accumulate in kitchens or be left overnight.

Staff must remove food waste from rooms where food is present as soon as possible in order to prevent its build up.

Staff must store food and any other waste in closed pedal waste containers ensuring that these are removed on a daily basis. The containers must be maintained in a clean condition and be foot operated and all staff must wash their hands after using the containers. All staff are required to immediately notify the manager if the refuse containers are broken, damaged or missing.

Staff are prohibited from using containers used for the storage of food for any type of refuse.

All staff are responsible for notifying the manager/directors if any animals, pests or insects are detected in any waste storing facilities. All staff have a duty to keep any door leading to the waste storage closed when not in use.

The manager must ensure that the refuse collectors do not enter food or dining areas.

### **Safe Handling of Broken Glass**

All broken glass must be cleared up at the earliest opportunity.

When clearing up broken glass, staff should use heavy-duty gloves to protect themselves. A dustpan and brush must be used to collect the pieces of glass before mopping up any liquid spillage.

Staff must never use a glass to scoop out ice cubes. If glass breaks near food or ice cubes, then dispose of anything which may be contaminated.

## **10. Cleaning**

It is the responsibility of all individuals concerned with the management, production and service of food to ensure that food handling premises are maintained to the highest possible hygienic standards as determined by the Food Safety Act 1990.

Staff must keep all food preparation areas, storage areas and serving areas clean.

It is the responsibility of each staff member to ensure that all food preparation tools, surfaces and equipment that they use are cleaned regularly during the food preparation process and in particular that they are cleaned between different tasks.

The Company will provide suitable dish washing facilities in order to clean and sterilise all crockery and utensils used in food production and handling. Each employee should immediately notify their manager in the event that such facilities are not available or not working properly.

Where appropriate, the Company is responsible for providing food washing facilities with an adequate supply of hot and cold potable water. The kitchen team must ensure that all those facilities are kept clean and disinfected.

Each employee is responsible for cleaning as he/she goes. This means that any spill has to be cleaned up immediately. All surfaces and equipment which come into contact with food must be thoroughly cleaned every day. In addition, surfaces which come into contact with cooked food (for example, chopping boards, utensils and slicing machines) should be cleaned regularly.

When cleaning, each employee must ensure he/she is using the correct cleaning products and is correctly following the manufacturer's instructions.

Equipment which has been used for raw food must never be used for cooked food unless it has been thoroughly cleaned and disinfected.

All staff are required to thoroughly wash their hands before and after contact with food, after a break, after going to the toilet and after cleaning. Hands must be washed properly using soap and running water and then dried thoroughly.

# Control of Substances Hazardous to Health (COSHH)



The legal framework for this policy is based on:

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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	4 <sup>th</sup> July 2022

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## Introduction

Control of Substances Hazardous to Health (COSHH), is the legal requirement placed on Employers to protect their employees and all other visitors.

Hazardous substances come in a variety of forms such as :

- Chemicals
- Fumes
- Dusts
- Vapours
- Biological Agents (bacteria, viruses, body fluids)
- Gases (mists)

Heaton House Nursery has minimises the use of harmful chemicals etc, wherever possible, however the use of some products forms part of everyday practice within a nursery.

By assessing the risks, implementing appropriate control measures and ensuring that appropriate advice and training is given to users the risks of Exposure to Hazardous Substances can be avoided.

## Purpose

The purpose of this policy is to set out the measures required by the nursery to ensure compliance with the Control Of Substance Hazardous to Health Regulations 2002

## Scope

This Policy applies to all staff and other persons working on the premises.

*'In the event of an infection outbreak, flu pandemic or major incident, the Nursery recognises that it may not be possible to adhere to all aspects of this document. In such circumstances, staff should take advice from their manager and all possible action must be taken to maintain ongoing children and staff safety'*



## Definitions

### Substances Hazardous to Health:

Any material, mixture or compound that is being used or that a person may come into contact with that could be harmful to health.

### Routes of Entry:

The method by which, substances could enter the body.

- Inhalation
- Ingestion
- Absorption (through skin contact)
- Injection (needle puncture)

### WEL:

Workplace Exposure Limit. WELS are British occupational Exposure limits and are set in order to help protect the health of worker. WELS are concentrations of Hazardous Substances in the air, averaged over a specified period of time, referred to as a time weighted average (TWA). Two time periods are used:

- Long term (8) hours
- Short Term (15 Minutes)

### CHIP

CHIP is the abbreviated name for the Chemicals (Hazard Information and Packaging for Supply) Regulations

CHIP is being replace by the European CLP Regulation and will be revoked from 1st June 2015

## Hazard Symbols and Pictograms

### Old CHIP symbols



These symbols help us to know that the chemicals we are using might be explosive, oxidising, highly or extremely flammable, (very) toxic, harmful, irritant, corrosive, or dangerous for the environment. One or more might appear on a single chemical.

These symbols are being replaced by others because the law on chemical classification and labelling has recently changed.

The new symbols, called pictograms, show similar images just a slightly different shape and colour.

#### New CLP symbols



You'll see that the harmful symbol is missing. This has been replaced by the exclamation mark pictogram:



This pictogram will refer to less serious health hazards such as skin irritancy / sensitisation.

A couple of new pictograms have also been introduced:



This pictogram reflects serious longer term health hazards such as carcinogenicity and respiratory sensitisation.



This pictogram means "Contains gas under pressure"

#### Hazard statements

New hazard statements will replace the CHIP risk phrases.

**Hazard Statements are separated into:**

- H200s for Physical Hazards
- H300s for Health Hazards
- H400s for Environmental Hazards

Hazard statements will provide information about the nature and the degree of the hazard and each Hazard statement has a corresponding identification code. Many of the phrases, although have a similar meaning, are worded differently, e.g.: R28 'Toxic if swallowed' is replaced by H300 'Fatal if swallowed'. R42 'May cause sensitisation by inhalation' is replaced by 'H334 May cause allergy or asthma symptoms or breathing difficulties if inhaled'

**Precautionary statements**

New precautionary statements will replace the CHIP safety phrases.

**Precautionary Statements are separated into:**

- P100s for General
- P200s for Prevention
- P300s for Response
- P400s for storage
- P500s for Disposal

Precautionary statements provide information on the measures to take to minimize or prevent effects from physical, health or environmental Hazards. As such, they serve the same purpose as the well – known 'S phrases'.

These include First aid and emergency measures (response)

For example:

- P103 – Read label before use
- P271 – Use only outdoors or in a well ventilated area
- P304 – If inhaled.....
- P405 – Store Locked up
- P501 – Dispose of contents to.....

**Signal word**

The CLP introduces a new requirement for labelling – a signal word, either “warning” or “danger” depending on the severity of the hazard.

**Duties and Responsibilities****Managers:**

- Compile an inventory of Hazardous Substances
- Ensure that COSHH assessments are carried out by competent persons

- Ensure all COSHH assessments are collated in an accessible COSHH folder (this may be an electronically stored file)
- Ensure that Planned Preventive Maintenance is carried out for control measures used
- Ensure that the type and use of Personal Protective Equipment (PPE) is assessed and maintained according to manufacturers' instructions. Ensure that the number of different types of PPE used is minimised, to prevent compatibility issues, or mistakes with servicing or replacement. Any staff using Respiratory PPE must be trained in its safe use and correct fitment
- Carry out or arrange appropriate exposure monitoring where required
- Liaise with the Health and Safety trainer for advice where required, and to update the biological agent users register as appropriate
- Ensure employees have appropriate information, instruction and training and are released for appropriate training programs
- If an identified exposure takes place, ensure that those affected, and their managers and representatives, are informed immediately.

#### **Health and Safety Consultancy:**

- Provide advice to managers on completion of COSHH assessments
- Assist managers in the selection of appropriate exposure monitoring where required
- Ensure that relevant training programs are made available, including training for nominated assessors and competent persons

#### **Employees:**

- All employees have a duty to take reasonable care for themselves and others as required by the Health and Safety at Work etc Act 1974; this duty extends to the safe use of substances hazardous to health
- Make full and proper use of all engineering controls or systems of work provided or developed by the employer
- Use PPE as indicated or dictated by the risk assessment
- Bring to the attention of managers any problems relating to the safe use of chemicals, including control measures or PPE
- Attend for health surveillance, where required by management

#### **Process**

Using chemicals or other hazardous substances at work put people's health at risk, so law requires employers to control exposure to hazardous substances to prevent ill health. They have to protect both employees and others who may be exposed by complying with the Control Of Substances Hazardous to Health Regulations 2002 (COSHH).

COSHH is a useful tool of good management which sets out eight basic measures that employers, and sometime employees, must take. These are:

1. Assess the risk.
2. Decide what precautions to take.

3. Prevent or adequately control exposure.
4. Ensure that control measures are used and maintained.
5. Monitor the exposure.
6. Carry out appropriate health surveillance.
7. Prepare plans and procedures to deal with accident, incidents and emergencies.
8. Ensure employees are properly informed, trained and supervised.

There is a hierarchy of control measures under Regulation 7, which is as follows:

**Prevent Exposure By:**

1. Eliminating the substance.
2. Substitution with a substance less hazardous to health.

**Control Exposure By:**

1. Total enclosure of the process, therefore removing exposure.
2. Limiting the area of contamination.
3. The use of LEV (Local Exhaust Ventilation).
4. Dilution Ventilation.
5. Reducing the period of exposure.
6. Providing suitable PPE.

**Personal Protective Equipment DOES NOT REMOVE THE HAZARD.**

**Monitoring exposure and health surveillance:**

- Where required, exposure monitoring must be carried out by a competent person
- Health surveillance is arranged in conjunction with an Occupational Health company, and is required when the following circumstances are met: there is a statutory duty to do so; or exposure could lead to an identifiable disease (or health effect), that is reasonably foreseeable under the particular conditions of work and there are valid techniques for detecting signs of the disease
- Records of personal monitoring should be retained for 40 years from date of last entry

















**Performing COSHH Assessments:**

(Appendix 1 gives the assessment form, which must be used for this purpose). In addition please also refer to and use the Nursery Risk Assessment Policy if appropriate.

- Gather information about substances hazardous to health in your area of work i.e. establish an inventory of substances used
- Identify workers/children likely to be exposed, but note also that account should be taken of non-employees who may be exposed, as far as reasonably practicable
- Collate relevant information from material safety data sheets and / or other sources of information
- Evaluate the risk for each substance (see definitions section 4): is the risk significant, insignificant or not significant due to effective control measures?
- Determine how any risks present can be prevented or controlled

- For existing controls, determine whether these are adequate and maintained in an efficient state, working order and good repair
- If LEV systems are in place, they must be tested every 14 months and a record kept
- Liaise with Health and Safety Department as required
- Liaise with Occupational Health Department re the need for health surveillance
- Ensure sufficient information, instruction and training is provided to staff and that training needs are identified and met
- Record the COSHH assessment and determine when it should be reviewed
- At the date of review if no further action is required the assessment should be resigned and date



<b>Product:</b>				<b>Date of Issue:</b>			
<b>Supplier:</b>				<b>Tel:</b>			
<b>Description of use in the Department</b>							
<b>Where is it used</b>							
<b>What is it used for</b>							
<b>Frequency of use</b>							
<b>Quantity of use</b>							
<b>Who is exposed</b>							
<b>Exposure time</b>							
<b>Classification</b>							
							
<b>Hazard Type</b>							
Gas	Vapour	Mist	Fume	Dust	Liquid	Solid	Other
<b>Route of Exposure</b>							
Inhalation	Skin	Eyes	Ingestion	Puncture	Other		
<b>Workplace Exposure Limits</b>							
Long Term (8hr TWA)				Short Term (15 mins)			
Is Health Surveillance required				Yes		No	
Is Monitoring Required				Yes		No	
<b>Risks to Health (H300's)</b>							
Eg: H312	Harmful in Contact with Skin						
<b>Control Measures</b>							
(List of hazard and Precautionary Statements)							
<b>Personal Protective Equipment</b>							
							



<b>First Aid Procedures</b>							
Inhalation							
Skin							
Eyes							
Ingestion							
<b>Additional Safety</b>							
Storage							
Disposal							
Spill Procedure							
<b>Local Exhaust ventilation</b>							
Required	Y	N	If yes: date & examination of test				

# Sun Safety

The legal framework for this policy is based on:



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Scope All staff, students and parents

Responsibility Owner/Manager

Last Reviewed 4<sup>th</sup> July 2022

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**EDUCATION** - these measures are in place from now on:

- All children will have a Sun awareness story time at the start of the summer term.
- We are adding a Summer time song to those we normally sing around this time of year. This can be sung when applying sun tan lotion.
- Parents and guardians will be sent a letter explaining what we are doing about sun protection and how they can help at the beginning of the summer term and during summer holidays.
- Information on sun safety will be made available in the staff room and will be discussed with staff during staff meetings. The ongoing message of sun safety will be reinforced and discussed on a daily basis.

## TIMETABLING

- Children will spend more time playing outside before 11am and after 3pm, and less time outside over lunch.

## SHADE

- Provide large sun umbrellas and place in sunny play areas of the garden. These may need to be moved during the course of the day.
- Organized activities should be placed in shaded areas of the garden.
- Seats and equipment should be moved to shaded areas.
- Children should be kept in shaded areas at all times especially between 11 and 3pm. Children should be encouraged/invited to play indoors.

## SUN PROTECTION

- We will send letters home asking for permission for staff to supervise children to apply sunscreen on days when the sun is strong.

- Children will need to bring in their own clearly labelled bottle of sunscreen, at least factor SPF 15+.
- We cannot currently supply sunscreen to all children on a daily basis because of cost. The sun safety council will review this annually.

## **CLOTHING**

- Children are required to wear hats that cover the ears, face and neck between 11am and 3pm.
- We have bought some nursery hats to give to children who forget their own.
- All staff have also agreed to wear hats when outside to set a good example.

It is the each staff member's responsibility to ensure:

- All children wear a sun hat outside at all times.
- Sun cream of a high factor of 25 and above should be applied. If a child has sensitive skin an alternative cream should be used, usually provided by a parent.
- All children have sun cream applied prior to going outside and continue to have cream applied regularly.

Senior Staff and management should ensure:

- Parental permission is received to apply nursery/own sun cream prior to application. A copy of this should be recorded.
- All staff are aware of named children who need their own sun cream applied.
- Parents have been advised to dress their child in appropriate clothing i.e covering shoulders etc.
- Nursery staff use sun cream of factor 25 + and that a supply of cream is always available.

## **DRINKS**

- All staff should ensure fresh drinking water is ALWAYS available for children throughout the day.
- Offer plenty of drinks whilst the children are playing outside
- Pre-school children should have access to fresh drinking water in their play room ALL DAY.

A letter to parents should be sent asking them to label children's clothing and ensure they have the appropriate clothing.



### Sun Safety Statement

- Stay in the shade between 11am-3pm
- Make sure you never burn
- Always remember to cover up- wear a t-shirt, hat and sunglasses
- Remember children burn more easily
- Then use factor 25+ sun-cream

**PROTECTION:** providing an environment that enables children and staff to stay safe in the sun.

**EDUCATIONAL:** learning about sun safety to increase knowledge and influence behaviour

**COLLABORATION:** working with parents, the management structure and the wider community to reinforce awareness about sun safety.



### Sun protection Checklist

	Completed- Date	Named person	Comments
Parents have been informed of sun protection strategy			
Check Umbrellas-shading equipment			
Seats and equipment are moved to shaded areas			
Discuss with children sun safety			
Planned activities are in shaded areas			
Children are encouraged to wear sun hats			
Supply of factor 25 in nursery			
Make a list of children using own cream- inform staff.			
If a child's own cream ensure it's labelled.			
Ensure each child's hat is labelled.			
Fresh drinking water is available at all time			

# Fire Safety and Emergency Evacuations



The legal framework for this policy is based on:

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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	26 <sup>th</sup> November 2022

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## Introduction

This policy is designed to ensure, so far as reasonably practicable, fast and safe evacuation of the premises in the event of an emergency. All staff, students, contractors and visitors are required to comply. All staff and students receive training on induction.

Upon outbreak of fire the saving and preservation of life takes precedence over the salvaging of property. A member of staff's first duty is to ensure their safety and to look after the children and this will mean the evacuation of the building. No attempt should be made to fight the fire until their safety is ensured, and then without exposing any person to risk.

## Fire Risk Assessments

An annual risk assessment will be completed by Lauren Hyde, the nominated individual for Health and Safety. It will:

- Identify any person especially at risk in a case of fire, e.g. A person who is blind, deaf or disabled, and make plans to include their safe evacuation;
- Review the evacuation plan and each rooms instructions for this;
- Look at the past years records of fire practices etc;
- Ensure the provision of adequate training;
- Review the Fire Risk Assessment sheets and
- Review the provision of instruction to students or visitors to the building.

## Staff Training

Every member of staff and any students will receive instructions in fire precaution during induction. The training will be recorded in the induction pack. All members of staff will receive refresher training as and when necessary. Staff members should continue to familiarise themselves with fire procedure posters .

### **Visitors and trainees**

Visitors and trainees will be instructed at the beginning of their attendance as to the fire procedures in case of an emergency. All rooms have instructions displayed on where the nearest evacuation meeting point is and evacuation routes are pointed out.

### **Fire Drills**

Fire drills will be carried out once a term at different times of the day and involving different groups. This will include a simulated evacuation drill. When a fire drill is held it will be recorded in the fire logbook.

### **Testing of Fire Alarm System**

The fire alarm system will be tested weekly by the Owner/Manager/Deputy. This will be recorded in the logbook.

### **Emergency Lighting**

The emergency lighting will be tested each week by the Manager/Deputy and recorded in the logbook.

### **Emergency Exits**

All emergency exits are to be kept clear and free from obstruction at all times, especially in the garden area.

### **General Fire Safety**

All staff will make it their responsibility to ensure:

- Their exit doors are unlocked when the first person arrives. This includes all internal and external locked doors. The office room door will be unlocked by the Key holder every morning.
- Fire doors will not be propped open;
- Tops and fronts of heaters are kept clear;
- There is 1 metre clearance to the routes of exit doors;
- Displays where possible will not be above heaters, and if this is unavoidable they will be securely fixed;
- Combustible materials (paper, card, fabrics etc) are not stored near to sockets or lights;
- Unnecessary lights or electrical appliances (Computers, printers, TV and video, fans, laminator toaster, etc) are to be switched off and where possible unplugged;
- All electrical items, plugs and cables are checked each year in PAT testing and
- The fire blanket will always accompany the cooker.

### **Smoking**

Smoking is prohibited in or around the nursery.

### **Fire Marshalls**

There are appointed fire marshalls in the nursery who have responsibility for checking that their area is clear of people:

- Room Leader – checks that their class area is clear (in the Room Leaders absence this duty will fall to the individual covering);
- Manager/Deputy – checks that all rooms in the nursery are clear (in her absence this duty will fall to the most senior member of the leadership team;
- All staff – checks that all rooms in the are cleared.



## ADVICE ON THE PROCEDURE IN THE EVENT OF A FIRE

### Discovering a fire

#### Shout Out:

- Do not attempt to extinguish fires unless you have received training.
- Raise the alarm verbally, evacuate yourself and children in your care taking registers of children's attendance with you. Break the glass on a red call point on your way out.

#### Get Out:

- Evacuate the area immediately you hear the alarm. If you are unsure that the alarm applies to you, evacuate anyway 'If in doubt get out'. Do not delay to finish tasks, collect items or lock doors. Your safety and the children we care for is paramount. Failure to evacuate is a disciplinary offence as it can put the Evacuation Marshals and Fire Service personnel at risk.
- Visitors and children you are teaching are your responsibility, ensure they evacuate. Support staff and kitchen staff, where possible, should assist in the evacuation of non-mobile children.
- All appliances within the kitchen should be turned off before evacuation.
- Do not run, it can cause panic and injury.
- Close doors behind you as you leave. This will slow the spread of fire and smoke considerably and help to protect other people. Do not lock.
- Following the green running man and arrow signs, they will direct you on the shortest exit route. Should the route be blocked turn around and follow the signs in another direction.
- Assist disabled persons. They will generally have prepared escape plans which you can help them with.
- Report information to Marshalls on areas or people affected by smoke or fire, or people who are missing or have failed to evacuate as soon as possible.
- If you cannot escape the area do not panic. Get as far away from the fire as you can, preferably on a lower floor. Should an evacuation be prevented by fire on the staircase, Most rooms will provide protection for at least an hour.
- Where a fire obstructs the staircase all emergency doors should be shut and a fire blanket put at the bottom of the door. Where staff and children are unable to exit the building and must use a fire door to prevent the fire from spreading to their location, the children and staff should ensure they remain as far away from the fire door as is reasonably possible and alert the emergency services by calling 999 stressing that an evacuation has not been possible and state the number of individuals currently in the enclosed area. Fire doors will prevent the spread of fire for between 30- 60 minutes. Do not touch a fire door.
- The Pre-nursery Higher children must evacuate through the main entrance or where this is obstructed by fire an exit should be made through the fire evacuation windows. One staff member should evacuate through the window first and children should be evacuated individually through the window.

- During times where babies are sleeping the back gate may be double locked. The key to open this door will be hooked on the outdoor canopy to ensure staff members do not have to re-enter the building in the case of an emergency to retrieve the key.

#### Stay Out:

- Never enter an area effected by fire or smoke.
- Keep away from the exterior doors, The Fire Service may need access and you may block the exit for others.
- Wait at the assembly point.
- Do not enter when the alarm stops, it may have been silenced for the Fire Service.
- Ensure all staff and children have been evacuated by carrying out a headcount alerting Fire Marshals to any staff/children absent from the roll call.

#### After the event:

- Do not re-enter the building until advised to do so by the senior fire service officer or by the Nursery Manager
- Should the premises be unavailable to re-enter, parents/carers should be contacted to collect their children

#### Know

1. Your means of escape, primary and secondary
2. The nearest fire alarm point
3. The nearest fire appliance and how it should be used
4. The assembly point

#### ASSEMBLY POINT

Rear Carpark or in the event of a fire in the external pre-school room, assembly on Kaymar Court.

#### Garden

Staff outside will tell all children to walk with them to the rear car park and to exit the nursery ground.

#### Other areas

Staff, children or visitors using all other areas will exit by the nearest door and onto the rear car park.

#### GENERAL FIRE SAFETY

##### Means of Escape

- Fire doors are provided to prevent the spread of heat and smoke
- **Keep them shut** and **never** prop them **open** or remove self-closing devices, unless doors have automatic closers installed which are linked to the fire alarm system.
- Keep corridors and stairways clear of storage and waste material.
- Ensure that final exit doors can be readily opened from the inside without the use of a key.

- Keep areas **outside** final exit doors clear of obstructions at all times.
- Always ensure that exits and access routes, which are not in normal use, are clearly indicated, with the exit signs visible from the furthestmost part of a room.

#### **Fire Alarm System**

- Always ensure that the fire alarm system is in working order and designated staff know how to use it and all staff know what action to take on hearing the alarm.

#### **Fire-Fighting Equipment**

- Ensure that all staff know where the extinguishers are sited and adequate numbers of staff know how to operate them safely.
- Always ensure that they are inspected and maintained regularly.

#### **Emergency and General Lighting**

- Ensure that all lighting systems are checked and maintained regularly.
- Replace any defective bulbs/components immediately or ensure they are reported to the maintenance helpdesk.

#### **Instructions to Staff**

- Ensure all staff are aware of their responsibilities in the event of an emergency, through induction training and regular refresher training.

#### **Guests**

- Ensure that all occupants/visitors to the premises are aware of the actions to take in the event of an emergency.

#### **Heating**

- Boiler houses should be kept clear at all times and not used as extra storerooms.
- Switch rooms should be kept clear at all times and not used as extra storerooms.

#### **Arson**

Help to protect your premises against arson by;

- Locking away any flammable liquids or gases.
- Effectively secure your premises at the end of the day.
- Keep refuse and debris secure and away from the perimeter of the building.

### **FIRE PREVENTION**

The following procedures are essential for all Properties:

- At the end of the day ensure all windows are shut.
- Fire doors should be closed, unless on automatic hold open devices, the use of door wedges/ boxes of photocopying paper etc. or blocking fire doors is dangerous and a violation of the Fire Regulations.

- All non-essential electrical equipment should be switched off when not in use and at the end of the day i.e. kettles.
- Ensure emergency exits and access routes are not cluttered or used for storage and an effective system of rubbish disposal must be in place.
- Ensure all final exits are capable of being opened in the event of an emergency.
- Staff should report any restrictions in escape routes or faults in the fire precautions arrangements to their line manager.
- No personal electrical items are to be used in the nursery unless they hold a current Portable Appliance Test Certificate (i.e. within the last six months) and their Line Manager has given approval for the item to be used.
- Promptly disconnect cracked, frayed or broken electrical cords and call the appropriate maintenance personnel.
- Keep extension cords clear of doorways and other areas where they can be stepped on or chafed and never plug one extension cord into another.
- Supervisors must satisfy themselves that they are familiar with the fire precautions arrangements for their area of responsibility and that the arrangements are brought to the attention of their staff (normally through induction procedures).
- Do not remove fire extinguishers from their location

# Smoking, Drugs and Alcohol Policy

The legal framework for this policy is based on:



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Scope	All staff, students and parents
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Responsibility	Owner/Manager
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Last Reviewed	4 <sup>th</sup> August 2022
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Heaton House Nursery are committed to providing a safe, healthy, and productive working environment for all employees, contractors, customers and visitors involved in its operation.

This policy sets out our aims in reducing and managing alcohol and drug problems in the workplace.

Alcohol and drug problems are associated with a wide variety of costs for employers and employees. These costs include ill-health sickness absence, reduced work performance, and accidents.

Consumption of drugs and alcohol (including prescription and over the counter drugs) or intoxication during working hours implicates the health and safety of the individual and others, since these substances impair coordination, judgement, and decision making. Irresponsible behaviour resulting from the misuse of drugs and/or alcohol may damage our reputation and/or business, and as such, is a policy matter.

## Policy Objectives

To state our position on alcohol and drugs within the workplace.

To safeguard and protect the children in our care.

To ensure we comply with appropriate legislation.

To minimise the creation of risks caused by or associated with alcohol and drugs at work.

To have clear rules regarding substance misuse in the workplace.

To provide employees with training on the adverse health effects of alcohol and drugs.

To encourage the early identification of substance misuse

To support employees experiencing alcohol and drug problems.

To provide sufficient training and support to line managers to make sure they feel able to support employees experiencing problems.

## Definitions

**Alcohol abuse** – we define alcohol abuse as any drinking, either intermittent or continual, which interferes with health and/or social functioning and/or work capability or conduct.

**Drug** – we define drugs as illegal, prescribed and over the counter medicines and solvents. In the case of prescribed and over the counter drugs, we recognise that their possession and use by the employee is legitimate.

**Drug abuse** – we define drug abuse as the use of illegal drugs, the deliberate misuse of prescribed or over the counter drugs, and the use of solvents, either intermittent or continuous, which interfere with health and/or social functioning and/or work capability or conduct.

## Legal

Under the **Health and Safety at Work Act 1974**, we recognise the duty to protect the health, safety, and welfare of employees and others who are (or may be) affected by their activities, as far as is reasonably practicable, and we are committed to taking measures to ensuring this safety.

Under the **Management of Health and Safety at Work Regulations 1999**, we will carry out a risk assessment to identify workplace hazards and put measures in place to minimise these risks.

Under the **Misuse of Drugs Act (1971)**, it is illegal for anyone, to produce, supply or be in possession of illegal drugs.

Employers may be liable if they knowingly allow an employee, customer, or service user to dispense, manufacture, possess, use or sell drugs on their premises.

## Policy Rules

We require all employees to come to work free from the effects of alcohol and drugs. Working under the influence of alcohol or drugs, or consuming alcohol or drugs during hours of work, including paid and unpaid breaks, is unacceptable behaviour.

Employees found in possession of illegal drugs or using illegal drugs while at work will normally be reported to the police.

If the legitimate use of prescribed drugs is likely to affect job performance and safety, employees should inform their line manager immediately.

## Education

We are committed to promoting health and welfare at work. We will provide employees with information on safe and sensible drinking and the risks associated with drug use.

We will disseminate this information via written materials and email communication.

We are committed to providing suitable and sufficient training to help managers enforce this substance misuse policy and support any employees with a problem. Additional support can also be sought from Human Resources.

New managers will be made aware of their responsibilities in relation to this policy via the company induction programme. New staff will be made aware of this policy during the induction and will be sent a copy with their contract of employment.

This policy will be sent to all staff during induction and will thereafter be available on local drives.

### Identifying a problem

Substance misuse may become apparent through a number of signs. The following list of signals (particularly in combination) could indicate an issue. This list is not exhaustive.

- Persistent short-term absence.
- Frequent unauthorised absence.
- Recurrent small accidents.
- Poor time keeping.
- Inconsistency in work performance.
- A breakdown in working relations.
- Paranoia/aggression.
- Deterioration in physical appearances, such as dental problems/weight loss.

These factors can have a number of other causes, and we encourage managerial staff to use all the information at their disposal and intellectual discretion to identify a potential problem.

Colleagues may be the first to notice when an employee is misusing substances. If a member of staff suspects an alcohol or drug problem in a colleague they should either:

Encourage the person to seek help from support agencies.

Report the matter to a manager (particularly if the person is involved in a safety critical job).

### Misconduct

Our policy is principally concerned with ongoing issues of substance misuse. We class these as 'capability issues' as the problem will primarily impact how the individual performs their job.

In circumstances where an employee breaches the policy on an individual case, such as reporting for work drunk or being under the influence of drugs at work, we will class this behaviour as a conduct issue and handle it via the normal disciplinary procedures.

If an employee, for example, is violent at work while under the influence of any substance or deals illicit substances at work or any other very serious incident, we will consider this serious misconduct and are justified in summary dismissal.

If an employee admits to having a substance misuse problem, the disciplinary process may be held in abeyance. This will be subject to the successful outcome of treatment and improvement of performance/job capability.

If the employee subsequently admits to a substance misuse problem following an instance of serious misconduct, we may carry out the support route and the disciplinary route in tandem.

## **Voluntary Referral**

Employees who suspect or know they have a drug or alcohol problem are encouraged to seek support at an early stage.

In such instances, we recognise that it is up to the discretion of individuals regarding informing their line managers.

## **Referral by Management**

Managers will offer support to employees who are suspected of having an alcohol or drug problem. In some circumstances it may not be appropriate for the team member to continue with their usual duties during this time to allow the setting to safeguard the children in our care.

Alternative duties may be prescribed to an employee and full supervision at all times will be required. In some circumstances it may not be appropriate for an employee to continue work and a period of sickness absence would be appropriate

## **Confidentiality**

All appropriate staff, such as occupational health and human resources, must maintain confidentiality for any employee who is experiencing problems with drugs and alcohol.

Appropriate staff must not divulge information regarding individual cases to third parties. Information can only be divulged in cases where safety would be compromised by not doing so.



## **Relapse**

We acknowledge that relapse is common with alcohol and drug problems and, in normal circumstances, we will support employees through two relapses after treatment.

We will treat subsequent relapses on a case-by-case basis. During any review, we will take into account the needs of the department and the business needs of the organisation.

Managers should make sure that employees are aware that disciplinary procedures may begin following subsequent relapses.

## **Return to Work**

After the successful completion of treatment, the company will try to make sure that the employee returns to their existing role. However, if the employee is unable to fulfil their required duties, we will consider alternative duties.

The completion of treatment will not affect promotional prospects. into account the needs of the department and the business needs of the organisation.

Managers should make sure that employees are aware that disciplinary procedures may begin following subsequent relapses.

## **Smoking**

We are a smoke free premise. No smoking is permitted in the building or on the grounds of the building.

Should employees choose to smoke they will be required to do so away from the nursery to ensure children and parents do not have sight of this.

Employees will be required to wear a smoking coat that will be removed on returning to nursery to ensure the toxins do not pass onto children in their care.

Cigarette breaks should be taken with a 20 minute interval before returning back to work to protect.

We recommend that employees visit Government websites to find information relating to stopping smoking.

## **Equal Opportunities**

This policy applies equally to all staff regardless of grade, experience, or role within the company.

## Monitoring and Review

This policy will be subject to monitoring to review how the policy works in practice. We will review this policy in twelve months.

# Adverse Weather Policy



The legal framework for this policy is based on:

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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	14 <sup>th</sup> January 2023

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It is the aim of Heaton House Nursery to ensure that our nursery remains open during adverse weather conditions, when practically possible, providing that this can be done in a safe manner.

The purpose of this policy is to:

- Make the appropriate procedures clear, in relation to operating the nursery during adverse weather conditions.
- Make clear the grounds for a nursery closure due to adverse weather conditions.
- Advise and inform staff and parents of the systems and procedures in place in the event of a nursery closure due to adverse weather conditions.

In the absence of the nursery manager, the deputy nursery manager will assume the responsibility of the nursery manager in relation to the Adverse Weather Policy.

## Remaining open in adverse weather conditions

- When deciding whether the nursery will remain open, risks will be assessed in line with the Snow and Ice Risk Assessment.
- The nursery manager will place health and safety caution signs to warn users of the increased hazards on site.
- All pathways, wherever practically possible, will have been cleared and gritted.
- A notice will be erected to inform that vehicles and pedestrians entering the nursery grounds do so at their own risk.
- At the nursery manager's discretion, during periods of adverse weather conditions, the garden may be out-of-bounds to children and adults.
- All persons entering the nursery buildings are asked to ensure they wipe their feet thoroughly, in order to reduce slip hazards.

## Decision to close

- The decision to close any nursery site will be made by the Manager alongside the Company Director.

- The nursery may be closed if one or more of the following conditions apply:
  - ◊ Conditions on site are considered to be unsafe and are likely to present danger to users of the site.
  - ◊ Staff numbers are insufficient for the nursery to be operated safely.

In the event of a nursery closure the nursery manager will inform staff and parents via email or where possible, phone call.

We will endeavour to post an update on the nursery website and Facebook page.

The person in charge, where applicable, will display 'closure' signs on the nursery's entrance gates.

As per the contractual terms and conditions no refund of fees will be made, due to continued operational costs.

A closure of the nursery during the day and an early release of staff will only be considered in extreme circumstances.

### **Health and safety**

- The nursery has a duty of care to anyone accessing the site and surrounding grounds.
- The nursery manager will be liable if it is found that the nursery has been negligent in its responsibilities and has not taken all reasonable measures, given the circumstances, to ensure the health and safety of children, staff, visitors and parents entering the nursery site.
- The nursery manager is responsible for ensuring safety on the nursery site, in accordance with the nursery's Health and Safety Policy.
- Staff, visitors and parents have the personal responsibility to express caution and take responsibility for their own health and safety whilst on the nursery grounds.
- Individuals must take responsibility for the health and safety of any children under their supervision.
- If anyone believes that the site is unsafe after the Snow and Ice Risk Assessment has been completed, it is advised that they do not enter the nursery grounds and inform nursery manager so the safety can be reassessed.
- A risk assessment of the site will be conducted in order to assess any potential hazards due to the weather conditions.
- Closing the nursery is a reasonable decision if children or staff are at risk of serious injury due to the weather conditions.
- When roads are impassable, the health and safety issue is overridden by the practical issue of access.

### **Limited staff numbers**

- During periods of adverse weather conditions, staff members are expected to make all reasonable efforts to attend work, whether this means they will be late or not.
- Staff members are expected to assess the availability of all public transport and consider the feasibility of walking to work, if they live relatively close and are fit and able to do so, in order to attend work.
- The nursery understands that, whilst staff members are expected to make all reasonable efforts to attend work, it is essential to minimise personal risk.
- Staff members are required to consider local weather conditions, distance, availability of public transport, and fitness to walk when making their decision.
- Staff members are required to liaise with the nursery manager to discuss options of attending work, for example they may be able to work at another site closer to home.
- In order to comply with health and safety regulations, different age groups may be brought together to be cared for under the supervision of the available practitioners and support staff, in line with the child : staff ratios of the Early Year Foundation Stage and our Staffing Policy.
- The nursery will continue to strive to provide high-quality care and education in the given circumstances. .

### **Emergency procedures**

In the case of an emergency relating to adverse weather, the nursery will follow their planned emergency procedures, for example the First Aid Policy. Nursery Management teams must maintain:

- Information on where to find parent contact details.
- Staff contact details for out-of-hours emergencies.
- Details of which staff members have agreed to perform certain tasks during an emergency.

### **Monitoring and review**

The effectiveness of this policy will be monitored by the Company Directors and nursery management team, and any necessary amendments will be made during the review. This policy will be reviewed annually.

# Approach to Risk Assessment

The legal framework for this policy is based on:



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Scope	All staff, students and parents
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Responsibility	Owner/Manager
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Last Reviewed	1 <sup>st</sup> October 2022
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## General

Children need and want to take risks when they play. Play provisions aims to respond to these wishes by offering children stimulating, challenging environments for exploring and developing their abilities. In doing this, play provision aims to manage the level of risk so that children are not exposed to the unacceptable risks of serious injury or death.

*‘A hazard is something a child does not see. A risk is a challenge a child can see and chooses to undertake or not. Eliminating risk leads to a child’s inability to assess danger.’*

Pen Green

At Heaton House Nursery we believe that the health and safety of children and families is of paramount importance. We also believe there is a delicate balance between keeping children safe and encouraging risk and challenge in children’s thinking. Allowing children to take risks within a safe and secure environment is vital. A risk is anything that an individual child does not normally choose to do.

The key message from the Health and Safety Executive is:

*Play is great for children’s well-being and development. When planning and providing play opportunities, the goal is not to eliminate risk, but to weigh up the risks and benefits.*

## Risk Assessment

Good risk assessment takes into account the age of the children, the nature of the activity, the physical environment and the degree of supervision required. Activities which present children with risk and challenge can go ahead on the clear understanding that small mishaps that occur our part of the learning experience for everyone.

## The Adult Role

The adult role is to enable the child to achieve their own challenges and to recognise when a child is taking a risk and support them. The adult is a sensitive observer, drawing children’s attention to any

potential dangers and helping them to find solutions. Involving children in assessing risk is part of their learning experience.

Practitioners use their own judgement and expertise as well as, where appropriate, the judgement of others to ensure that assessments and controls proposed are proportionate to the risks involved.

### **Teaching and Learning**

Practitioners spend time explaining to children what makes activities potentially dangerous, and demonstrate how to behave safely.

### **The Environment**

The premise manager does a daily check of the outdoor area. All practitioners continuously assess the indoor and outdoor environment. Risks and hazards are reported.

### **Outings**

There are a variety of occasions when children are taken outside of the nursery. There is a legal requirement to carry out risk assessments for outings. This should include an assessment of the ratios of adults to children and an assessment of the risks and hazards that might arise.

All outings are planned for, risk assessed and then evaluated, this process is carried out in order to eliminate danger in as far as possible. Staff need to continuously risk assess while they are out on visits identifying hazards as they arise.

### **Nature Tots**

All trips re Nature Tots/ are planned well ahead of time ensuring children's medical needs and ratios are risk assessed on a regular basis.

A full risk assessment will take place on the site where the activities will take place. Risk assessments for activities and the use of tools are regularly completed.

### **Individual Risk Assessments**

Occasionally children may need an individual risk assessment to assess specific behaviour or medical conditions. These would include children with Special Educational Needs who demonstrate behaviours that could harm to themselves or others as well as children with medical needs who may require treatment while onsite or on a trip.

### **Parental Partnership**

Our approach is shared with parents during the induction period and throughout the year. We listen to their views and encourage them to understand the importance of young children becoming independent and self-sufficient.

### **Responsibilities**

The person responsible with overall responsibility for Health and Safety is Lauren Hyde.

Risk assessments are regularly reviewed.

Risk assessments are reviewed once an activity or outing has taken place.

Risk assessments are reviewed following from accident/incident reporting.

Risk assessments are reviewed following a change in the learning environment. Monitoring and Frequency of Risk Assessments

The frequency of risk assessments are normally carried out, weekly, monthly, termly, six- monthly or on an annual basis depending on the area/activity requiring assessment. However, additional risk assessments are completed due to factors such as:

- the nature of activities;
- changes in activities;
- changes in staff/personnel;
- changes in staff circumstances (e.g. pregnancy)
- Prior to starting a task or project and cover the implementation, use, cleaning, maintenance, disassembly or removal of equipment and structures.

Weekly health and safety walks take place across the nursery by the Head of Health and Safety and premises manager.

All staff are responsible for health and safety. Daily risk assessing takes place when equipment is set up inside and outside. High risk activities, including cooking, woodwork and using the ladders have written risk assessments.

### **Completing the Risk Assessment Form**

#### ***Stage 1 – Involvement of all***

An assessment of the risks that could cause significant harm to those involved must be made. This assessment would be made with the help of others who might be involved where possible. The overall understanding and acceptance of the assessment by everybody involved are very important especially if contingency plans need to be put in place.

#### ***Stage 2 - Plan for Risk***

If the initial assessment highlights risks that need specific close management a plan must be made to address these risks.

You may need to carry out individual risk assessments for particular hazards/individuals/activities or parts of the nursery/visit setting.

#### ***Stage 3 - Who and How Many People Might be at Risk***

This part of the process examines who specifically may be at risk. This may be the staff member themselves, helpers or assistant, the group members or other third parties in the area or any combination of these.

Within this examination the staff member should consider what would happen in the case of themselves or another member of the Nursery team that became injured/unwell etc.



***Stage 4 - What Measures Are Already In Place?***

The measures to control the hazards are listed here. The more practical these are the better. In many instances these measures can read like a procedure to help keep everyone safe

***Stage 5 - Assessing the Risk***

This process asks the staff member to assess what the likelihood is of the hazards actually causing harm given all the control measures in place. The numerical assessment is arrived at by multiplying the severity of an injury/accident/harm happening to somebody in the whole group, against the likelihood of it happening. This establishes the risk rating.

# Risk Assessment Template

The legal framework for this policy is based on:



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Scope	All staff, students and parents
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Responsibility	Owner/Manager
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Last Reviewed	1 <sup>st</sup> October 2020
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# Trips and Outings

The legal framework for this policy is based on:



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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	1 <sup>st</sup> November 2022

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## Procedure

At Heaton House Nursery we recognise the importance of trips and outings and encourage children to participate in planned or spontaneous trips and outings in order to enhance the opportunities provided. All policies and procedures that are implemented throughout Heaton House Nursery must continue to be implemented whilst on the trip/outing in addition to the procedure set out below.

Children can derive considerable educational benefit from taking part in trips. They have the opportunity to undergo experiences not available in the classroom; visits help to develop a children's investigative skills and also encourage greater independence. They also provide children with knowledge and awareness of the world around them and encourage personal and social development.

## Planning Visits

It is essential that formal planning takes place before setting off. This involves considering the dangers and difficulties which may arise and making plans to reduce them.

The group leader and other supervisors should monitor the risks throughout the visit and take appropriate action as necessary.

- The group leader/trip organiser should take the following factors into consideration:
- The type of visit/activity and the level at which it is being undertaken.
- The location, routes and modes of transport.
- The competence, experience and qualifications of supervisory staff.
- The ratios of staff to children.

- The group members' fitness, competence and temperament and the suitability of the activity.
- The special educational or medical needs of children.
- The quality and suitability of available equipment.
- Seasonal conditions.
- Emergency procedures.
- How to cope when a child becomes unable or unwilling to continue.
- The need to monitor the risks throughout the visit

Other considerations which should form part of the planning stage include:

- Communication arrangements.
- Supervision ratios.
- Contingency measures for enforced change of plan or late return.
- Information to parents.
- Preparing children.
- Emergency arrangements.
- Arrangements for sending children home early.

## **Financial Planning**

The group leader should ensure that parents, where cost is involved, have early written information about the cost of the trip. Parents should be given enough time to prepare financially for the trip. Management should ensure that banking arrangements are in place to separate the trip's receipts from other school funds.

## **First Aid**

On any trip the group leader should have a good working knowledge of first aid and ensure that an adequate first aid box is taken. At least one of the group's staff must be a fully-trained first aider.

The minimum first-aid provision for a visit is:

- A suitably stocked first-aid box.
- A person appointed to be in charge of first-aid arrangements.

Other considerations when considering first-aid should include:

- The numbers in the group and the nature of the activity.

## Supervision – Responsibilities

Staff must understand their roles and responsibilities at all times. In particular, all staff should be aware of any children who may require closer supervision.

### Ratio Arrangements

- Statemented SEN childrens, adult/child ratio 1:1 unless appropriate to do otherwise,
- Non-statemented SEN childrens, adult/child ratio 1:2
- One staff member/adult for every 2 children who are 0-2 years
- One staff member/adult for every 2-3 children who are 2 years
- One staff member/adult for every 3-4 children who are 2-4 years

The above trip ratios may be amended where, on the risk assessment of the trip/outing, it is seen safe and appropriate to do so. This must be written within the relevant risk assessment with the managers consent. Legal ratios in accordance to the Statutory Requirements of the EYFS must be upheld on trips at all times.

Regular head counting of children should take place, particularly before leaving any venue.

The group leader should establish rendezvous points and tell children what to do if they become separated from the group.

- For the protection of both staff and adults, all staff should ensure that they are not alone with a children wherever possible.
- The suitability of potential supervisors should be assessed by the group leader and head staff member at an early stage of the planning process.
- All adult helpers, including staff and parent/volunteer helpers, must understand their roles and responsibilities at all times. Supervisors should be aware of any children who may require closer supervision. Staff retain responsibility for the group at all times.
- If the nursery is leading an activity, such as swimming, the instructor must be suitably competent to lead or instruct children in the activity. Competences should be demonstrated by holding the relevant National Governing Body (NGB) award where it exists.
- All supervisors should carry a list of all children and adults involved in the visit at all times.
- The staff member in charge remains responsible for children even when not in direct contact with them. Children should be easily identifiable and where possible wearing high visibility jackets.

## **Preparing Children**

Children who are involved in a trip's planning and organisation, and who are well prepared, will make more informed decisions and will be less at risk. Providing information and guidance to children is an important part of preparing for a trip. Children should clearly understand what is expected of them and what the trip will entail. Children must understand what standard of behaviour is expected of them and why rules must be followed.

## **Participation**

The staff member in charge should ensure that the children are capable of undertaking the proposed activity.

They should not be coerced into activities of which they have a genuine fear.

Children whose behaviour is such that the staff member in charge is concerned for their safety, or for that of others, should be withdrawn from the activity. The staff member in charge should consider whether such children should be sent home early.

Parents and children should be told in advance of the visit about the procedures for dealing with misbehaviour, how a children will be returned home safely and who will meet the cost.

## **Information to Children**

The staff member in charge should decide how information is provided, but ensure that children understand key safety information.

Children should understand:

- The aims and objectives of the visit/activity.
- Background information about the place to be visited.
- How to avoid specific dangers and why they should follow rules.
- Why safety precautions are in place.
- What standard of behaviour is expected from children
- Appropriate and inappropriate personal and social conduct.
- Who is responsible for the group.
- What to do if approached by anyone from outside the group.
- Rendezvous procedures.
- What to do if separated from the group.

## **Transport and Children**

- Children using transport on a visit should be made aware of basic safety rules including:
  - Arrive on time and wait for transport in a safe place.
  - Do not rush towards the transport when it arrives.
  - Wear your seatbelt and stay seated whilst travelling on transport.
  - Never tamper with any of the vehicle's equipment or driving controls.
  - Bags must not block aisles or cause obstructions.
  - Never attempt to get on or off the moving transport.
  - Never lean out of or throw things from the window of the transport.
  - Never kneel or stand on seats.
  - Never disturb or distract the driver.
  - If you feel unwell, tell a staff member or supervisor.

## **Children with Special Educational and Medical Needs**

Every effort should be made to include children with special educational or medical needs. Special attention should be given to appropriate supervision ratios, and additional safety measures may need to be addressed at the planning stage.

The following factors should be taken into consideration:

- Is the child capable of taking part in and benefiting from the activity?
- Can the activity be adapted to enable the children to participate at a suitable level?
- Will additional/different resources be necessary?
- Will additional supervision be necessary?

The staff member in charge should discuss the visit with the parents of SEN children to ensure that suitable arrangements have been put in place to ensure their safety.

## **Children with Medical Needs**

All staff supervising visits should be aware of a children's medical needs and any medical emergency procedures. If the children's safety cannot be guaranteed, it may be appropriate to ask the parent to accompany a particular child.

Parents should be asked to supply:

- Details of medical conditions.
- Emergency contact numbers.
- The child's GP's name, address and phone number.
- Written details of any medication required (including instructions on dosage/times) and parental permission to administer.
- Parental permission if the children needs to administer their own medication or agreement for a staff member to administer.
- Information on any allergies/phobias.
- Information on any dietary requirements.
- Information on any toileting difficulties.
- Parental home and daytime phone numbers and address
- Special transport needs for childrens who require help with mobility.

Enquiries should be made at an early stage about access and facilities for securing wheelchairs on transport and at residential centres, etc.

All staff supervising the visit should be given the opportunity to talk through any concerns they may have about their ability to support the child. Extra help should be requested if necessary.

If staff are concerned about whether they can provide for a children's safety or the safety of other children on a trip because of a medical condition, they should seek general medical advice from the School Health Service or the child's parents.

## **Outing Consent**

Parents are made aware on induction that outings and trips are a part of the curriculum offerings at Heaton House. As part of the nurseries ethos we carry out purposeful and meaningful outings to enhance children's learning. Parents are made aware of this on admission and induction.

If parents withhold consent absolutely, the children should not be taken on any visits, but the curricular aims of the visit should be delivered to the children in some other way, wherever possible. If the parent gives a conditional consent, the manager will need to consider whether the children may be taken on the visit or not.

A parental consent form should be completed for each child in the group.

Some general issues to consider include:



- Allergies/phobias the children may have.
  - Any contagious or infectious diseases suffered within the family during the preceding 4 weeks, and any recent illnesses suffered by the children.
  - Whether the children suffers from travel sickness.
  - Whether the children has any night time tendencies such as sleepwalking.
  - Any other information which the parent thinks should be known.
  - Parental home and daytime phone numbers and addresses.
- An alternative contact, with their phone number and address.

### **Communicating with Parents**

Parents should be supplied with written details of the proposed visit. T

Trip organisers should what of the below information should be given to parents:

- Dates of the visit.
- Visit's objectives.
- Times of departure and return – parents must have agreed to meet their child on return.
- Modes of travel, including the name of travel company.
- Size of the group and the level of supervision.
- Details of accommodation, with supervisory arrangements on site.
- Details of provision for special educational or medical needs.
- Procedures for children who become ill.
- Names of leader, of other staff and of other accompanying adults.
- Details of the activities planned.
- Standards of behaviour expected (this information may take the form of a code of conduct which parents should sign).
- What childrens should not take on the visit or bring back.
- Details of insurance taken out for the group as a whole in respect of luggage, accident, cancellation, medical cover, any exceptions in the policy and whether parents need to arrange additional cover.
- Clothing and equipment to be taken.
- Money to be taken.
  - Details on the cost of the visit.

### **Medical Consent**

This should form part of the parental consent form. Parents should be asked to agree to the children receiving emergency treatment, including anaesthetic or blood transfusion, as

considered necessary by the medical authorities. If parents do not agree to this, head staff may decide to withdraw the child from the visit – given the additional responsibility this would entail for the group leader.

## **Planning Transport**

The group leader must give careful thought to planning transport. The main factors to consider include:

- Passenger safety.
- Type of journey – local or will it include long distance driving, i.e. motorways.
- Traffic conditions.
- Weather.
- Journey time and distance.
- Stopping points on long journeys for toilet and refreshments.
- Supervision.

## **Seat Belts**

All minibuses and coaches which carry groups of 3 or more children aged between 3 and 15 years inclusive, must be fitted with a seat belt for each child.

## **Supervision on Transport**

The group leader is responsible for the party at all times, including maintaining good discipline.

All group members should be made aware of the position of the emergency door and first-aid and anti-fire equipment on transport.

Factors that the group leader should consider when planning supervision on transport include:

- Safety when crossing roads – children's need to know how to observe the safety rules set out in the Highway Code and the Green Cross Code.
- Drivers of buses and coaches must comply with legislation covering maximum periods of driving and minimum rest periods.
- Head counts, by the group leader or another delegated staff member, should always be carried out when the group is getting off or onto transport.
- Responsibility for checking that seat belts are worn.

## **Hiring Coaches and Buses**

The group leader is responsible for ensuring that coaches and buses are hired from a reputable company.

Operators must have the appropriate public service vehicle (PSV) operator's licence. When booking transport, the group leader should ensure that seat belts are available for children.

If any of the group uses a wheelchair, the group leader should ensure that transport used has appropriate access and securing facilities.

## **Insurance**

The group leader must ensure, well before the group departs, that adequate insurance agreements are in place.

## **Cancellations**

Unforeseen circumstances may result in an outings cancellation. It is the managers discretion as to whether it is feasible to make a full refund to parent/carers.

## **Farm Visits**

Farms can be dangerous so farm visits should be carefully planned. The merits of an exploratory visit should be considered.

Further advice is contained on the DFES website.

## **Emergency Procedures**

Staff in charge of children during a visit have a duty of care to make sure that the children are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. Staff should not hesitate to act in an emergency and to take life-saving action in an extreme situation.

Emergency procedures are an essential part of planning a visit. If an accident happens, the priorities are to:

- Assess the situation.
- Safeguard the uninjured members of the group.
- Attend to the casualty.

Inform the emergency services and everyone who needs to know of the incident.

### **Who Will Take Charge in an Emergency?**

The group leader would usually take charge and would need to ensure that emergency procedures are in place and that back up cover is arranged.

### **Emergency Procedures Framework during the Visit**

If an emergency occurs on a visit, the main factors to consider include:

- Establish the nature and extent of the emergency as quickly as possible.
  - Ensure that all the group are safe and looked after.
  - Establish the names of any casualties and get immediate medical attention for them.
  - Ensure that all group members who need to know, are aware of the incident and that all group members are following the emergency procedures.
  - Ensure that staff accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together.
  - Notify the police if necessary.
  - Inform the nursery contact.
  - Details of the incident to pass on to the nursery should include: nature, date and time of incident, location of incident, names of casualties and details of their injuries, names of others involved so that parents can be reassured, action taken so far, action yet to be taken (and by whom).
  - Write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence.
  - Complete an accident report form as soon as possible.
  - No one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families.
- No one in the group should discuss legal liability with other parties.

The main factors for the nursery contact to consider include:

- Ensuring that the group leader is in control of the emergency, and establishing if any assistance is required from the home base.
- Contacting parents. The nursery link is the contact between the group and parents. Parents should be kept as well informed as possible at all stages of the emergency.
- Liaison with media contact.

The reporting of the incident using appropriate forms, if necessary to Ofsted and the Local Authority. Where necessary the LADO and IFD contacts may need to be contacted

### **Media Contact**

Local Authority Education Authorities usually have a designated person to deal with media enquiries. The media contact should liaise with the nursery, the group leader and, where appropriate, the emergency services. The name of any casualty should not be given to the media.

# Admissions

The legal framework for this policy is based on:



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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	22nd January 2023

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## Admissions

- Our setting is open to all members of the community.
- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equality and diversity policy and all other relevant policies.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a Travelling community or an asylum seeker.
- We do not discriminate against disabled children. Consideration needs to be given to any reasonable adjustments required to include any child who may have a disability or special educational needs.
- We develop an action plan to ensure that all individuals can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

# Promoting Well-being



The legal framework for this policy is based on:

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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	22 <sup>nd</sup> November 2022

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## Well-being

“Well-being is a particular state or feeling that can be recognized by satisfaction, enjoyment & pleasure. The person is relaxed and expresses inner rest, feels the energy flow and radiates vitality, is open to the surroundings, accessible and flexible.” Professor Ferre Laevers

## Why is well-being important?

Well-being relates to our basic needs as human beings. These are

- Physical needs (need to eat, drink, move & sleep)
- The need for affection, warmth & tenderness (being hugged, receiving & giving love & emotional warmth)
- The need for safety, clarity & continuity (knowing the rules, being able to predict what comes next, counting on others)
- The need for recognition & affirmation (feeling accepted & appreciated by others, being part of a group & having a sense of belonging)
- The need to feel capable (feeling that you are good at something, to experience success)

Intellectual development and social & emotional development are strongly influenced by a child's experiences during their early years.

Emotional well-being includes being happy and confident and not anxious or depressed. Social well-being allows children to make good relationships.

As part of our ongoing observation, assessment & planning cycle your child's key person will be monitoring their well-being & involvement and planning activities to support the children in this area. This will be shared with you as part of our parent consultation process. We

record children's well-being & involvement as part of our focus observations. These are collated in the child's on-line learning journal. You can view this at any time and add to it if you wish.

Early years practitioners should identify factors that may pose a risk to a child's social & emotional well-being as part of the on-going assessment of their development. This could include

- A child being withdrawn
- A child being unresponsive
- Children showing signs of a behavioural problem
- Delayed speech or poor communication & language skills

Practitioners understand children's emotional health needs and have the time & skills to develop nurturing relationships.

#### Benefits to children & families

- Children who are more engaged with learning
- Parents who are more engaged with the nursery and more in tune with their child's learning & development
- High morale within the setting
- Good relationships developed between staff, parents & children.
- The good emotional health of the children

The following training has been accessed:

- Supporting children's emotional health & well-being
- Observing children's well-being & involvement
- SEN areas of need – behaviour, emotional & social development
- Promoting positive behaviour
- All staff complete safeguarding training that is updated every 3 years

The settings existing policies that support this one are as follows

- Safeguarding
- Behaviour management
- Equalities
- Special Education Needs & Disability (SEND)
- Parents as partners
- Settling in procedures



- Healthy eating
- Observation, assessment & planning
- Aims, values & principles
- Play & learning

# Learning and Development

The legal framework for this policy is based on:



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Scope	All staff, students and parents
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Responsibility	Owner/Manager
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Last Reviewed	1 <sup>st</sup> September 2022
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## 1. Introduction

Early Years education is the foundation upon which young children build the rest of their education. It is a holistic education that encompasses all learning and development.

This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Heaton House Nursery. The implementation of this policy is the responsibility of practitioners working in the EYFS setting, including both teaching and non-teaching adults.

In the policy the term 'setting' refers to the Early Years educational provision at Heaton House Nursery.

In the policy the term 'practitioner' refers to the members of staff working with children within the setting.

At Heaton House Nursery, we follow the Birth to Five Curriculum.

## 2. Aims of the Early Years Foundation Stage

In the EYFS setting at Heaton House Nursery we believe that all children are entitled to the best possible start in their life, both intellectually and emotionally, in order to enable them to develop their full potential.

We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special.
- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them.
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching them to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes.
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions different to their own.
- Understanding the importance of play in children's learning and development.
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in a range of environments, inside and outside.

### **3. The Early Years Foundation Stage Framework**

Teaching in the EYFS setting at Heaton House Nursery is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (March 2012). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates.'.

The curriculum is centred on 3 prime areas of learning:

1. Communication and Language.
2. Physical Development
3. Personal, Social and Emotional Development

Providers must also support activities through four specific areas which strengthen the prime areas.

These are:

1. Literacy
2. Mathematics
3. Understanding of the World
4. Expressive Arts and Design

The Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. This ensures the delivery of a holistic, child-centred curriculum which allows children to make lots of links between what they are learning. All Areas of Learning and Development are given equal weighting and value.

At Heaton House Nursery, we believe that Early Years education is important in its own right and should not be viewed simply as preparation for the next stage of children's education. We believe that the EYFS framework allows a natural progression into the National Curriculum.

#### **4. Active Learning through Play**

At Heaton House Nursery we recognise that young children learn best through when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.

We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

In the EYFS setting at Heaton House Nursery practitioners provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal

interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding.

In providing these active learning opportunities through play we understand the central position of play within the EYFS framework. This is essentially a play based curriculum and pedagogy as the provision of play opportunities underpins its delivery within the setting.

## **5. Assessment and Record Keeping**

Ongoing assessment is an essential aspect of the effective running of the EYFS setting. Regular, planned and focused assessments are made of children's learning and individual needs. A record of each child's progress in all areas of their learning is kept by retaining and filing their assessment data. This is recorded on our online learning journey, Family.

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. Observations are recorded in different formats (e.g. narrative style, texts, whole class grids, photographs, video evidence, and audio). All practitioners are involved in observing children. Practitioners use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated and moderated each term. Children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work, talking with children about their task or play and in Learning Journeys.

Learning Journeys record children's progress over the academic year in all Areas of Learning and Development of the EYFS framework. Samples of children's work are gathered, along with photographic evidence and observations in a scrap book which is given to the parents/carers at the end of the year.

There is continuous monitoring and assessment of each child's development using 'Family' Learning Journey and traditional paper methods. At the end of the year it provides a summary of every child's development and learning achievements.

### **Baseline Assessments**

Information about each child is collected from the moment a child enters the nursery. We use a document called 'Building a Bigger Picture' to involve parents in this process. We ask parents to use the 'What to Expect When' parent's guide to the EYFS to mark where they feel their child is up to in the EYFS. Practitioners will make observations and note this within the book. A formal baseline assessment is carried out during the children's first six weeks upon entering the setting. Judgments made on children's development are based on practitioners' evidence of children's behaviour observed independently and through adult-led activities across all Areas of Learning and Development.

## **6. Planning – 'Our Weekly Intentions'**

All Areas of Learning and Development are planned for and available to access within the setting. The learning opportunities provided include a range of adult focused and child initiated activities indoors. The setting also makes use of the outdoor environment whenever possible. Educational visits within the local community and further afield are also planned to support children's learning within the classroom. Planning is individual to each child's stage in their learning.

## **7. Parents as Partners**

At Heaton House Nursery we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We understand that an effective partnership between nursery and home will have a positive impact on children's learning and development. So, practitioners endeavour to encourage the regular sharing of information about the children with parents. We value the role of parents as children's primary educators. Through questionnaires and informal chats at the beginning and end of the day, practitioners encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes). This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests.

Parents are kept informed of what is happening in the setting through regular letters, reading records and informal chatting at the beginning and end of the day. This also gives suggestions of how parents can support their children's learning at home; consolidating and building on what has been covered in the setting.

Parents are invited to attend parents' evenings during the course of the academic year. Other opportunities for practitioners to share children's learning, development and well-being with parents include Learning Journeys, end of year reports and Celebration assemblies where children's achievements are recognised.

Parents are also invited to get involved with nursery life. There are opportunities for them to help with activities such as educational visits and reading, as well as offering their particular skills (e.g. cooking, art, music) to support children's learning. Parents may be invited into the setting on other occasions such as open afternoons where children show them their work and special events.

The setting has a friendly, open-doors ethos and practitioners are available to talk to parents at the beginning and end of the day. Parents are always welcomed into nursery and encouraged to discuss any concerns they might have.

# Promoting British Values

The legal framework for this policy is based on:



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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	3 <sup>rd</sup> December 2022

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The fundamental British values of democracy, rule of law, individual liberty and mutual respect are embedded in the Early Years Foundation Stage Curriculum. These core values are modelled for the children within the setting to see and opportunities provided for children to individually develop these core values. The British Values are:

## **Democracy: making decisions together**

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

Staff encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be, or choosing which story the group would like by "voting".

Staff support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. This is a huge part of the nursery curriculum, and something which most children need support with. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

## **Rule of law: understanding rules matter**

As cited in Personal Social and Emotional development as part of the focus on managing feelings and behaviour:

Staff ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.

Staff collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to



everyone. Rules often need to be reinforced, and this can be in the form of positive role models eg “Good tidying, Michael”.

### **Individual liberty: freedom for all**

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

Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discussions, using props such as pictures or puppets.

### **Mutual respect and tolerance: treat others as you want to be treated**

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

The nursery has an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. We celebrate festivals from different faiths and have visitors from the community.

Children acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting other’s opinions and ideas.

Staffs promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children’s experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

# Promoting Independence

The legal framework for this policy is based on:



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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	1 <sup>st</sup> September 2022

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One of the key skills for life that we want to empower our children with in the early years is independence, both in relation to their actions and their thinking.

To become independent, children have to be confident in their own abilities otherwise they will remain over-reliant on the support of other adults or their more confident peers. Their confidence grows through opportunities to try new things in a safe and supportive environment with lots of positive reinforcement for their success and strategies to support any failures they may have along the way.

Young children are on the whole very resourceful and very resilient, and when left to their own devices or given opportunities to be independent they can often surprise us.

Independence is important because...

1. **It promotes confidence and self-esteem** as well as motivation and perseverance in school.
2. **It fosters self-reliance**, allowing your child to feel they have control over their life.
3. **It gives your child a sense of importance and belonging** which is essential for building social relationships and for contributing to the world.
4. **It develops their levels of self-awareness and sensitivity towards others** which teaches them to help those around them.
5. **It teaches them self-motivation** as they have the freedom to find their own reasons to achieve.

6. It provides them with the belief that they are competent and capable of taking **care of themselves** which makes them resilient to external challenges.
7. It allows them to become **good decision-makers** as they have the freedom to consider various options before choosing the one they feel is best.
8. It **develops other vital qualities** such as patience, concentration, self-help, cooperation, self-discipline and self-trust.
9. It **gives them the freedom to experience life fully and learn its many important lessons.**
10. It **makes them happy and healthy** as they feel a great sense of achievement and success as a direct result of their own actions.

Throughout the day we provide many opportunities to promote independence. This can be during the follow activities:

- Getting ready, putting coats, shoes and socks on.
- Meal and snack times
- Self-selection
- Choosing activities
- Environments that promote choice

Children should be provided with many opportunities throughout the day to make choices and take small risks to help promote independence.

# Role of the Key Person

The legal framework for this policy is based on:



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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	5 <sup>th</sup> November 2022

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## What is a Key Person?

A key person is a named member of staff assigned to an individual child to support their development and act as the key point of contact with that child's parents or carers. The key person has special responsibilities for working with a small number of children and helps build and develop positive relationships with children and between parents, carers and staff.

The key person is the family of the child's initial, but not exclusive, point of contact with the nursery. Other staff will also maintain contact as it is unlikely that the key person will not always be on duty every time a child is brought to or collected from the nursery, if a key person is away ill or on annual leave their key children will be observed by other staff in the room the maintain development.

## Management of Key Persons

All staff working in the nursery rooms, namely the Deputy Manager, Room Leaders and Nursery Practitioners are required to assume key carer responsibilities. The Room Leaders supported by the Senior Management Team, will oversee the key person responsibilities of the staff in the playrooms. The Nursery Managers will monitor children's records of development and learning under the EYFS and ensure they are updated regularly and to an appropriate standard. The room leaders are responsible for ensuring fair and even distribution of key person responsibilities and will monitor at regular intervals each key person's assigned children.

## Principles

This policy will provide staff with a framework in which to operate the nursery key person system. It will define for staff the roles and responsibilities of a key person and how those roles and responsibilities translate into practice. By sharing with and gathering information from parents / carers relating to individual children, staff will be able to develop a full and accurate picture of each child's level of skill, knowledge and understanding, and their interests. This will enable staff to closely match provision to each child's individual needs.

The guiding principles by which the key person policy will be managed are:

- To build a trusting relationship with the child and their parent/carer.
- To ensure the happiness and welfare of the child within a stimulating and safe environment.
- To ensure a smooth settling in procedure for all key children both into rooms.
- To collect all relevant information about key children's specific needs from the parent/carer. Information should be recorded in the child's individual care plan. Management should be informed of any issues/requirements related to the child.
- To plan and provide a range of stimulating and age appropriate activities for key children to assist with their learning and progression.
- To continually assess key children and relate the assessment to EYFS planning.
- To value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.

### **The Role of the Key Person**

- The key person will help to ensure their key children feel safe, secure and confident, if they are to develop to their full potential. Their parents/carers need a trusted person who they can talk to about their child's individual needs.
- When a child settles into a new room, the assigned key person will perform a baseline assessment of that child, which will be shared with parents and carers.
- The key person is responsible for a group of children, but as a member of a room the key person is also responsible for all the children in their care.
- Where a child is attending other childcare settings at the same time as coming to the setting, the key person will share information with those settings via the "All About Me" records.
- To complete a '2 Year Old Check' in the term the child turns 2. Arrange a meeting with the parent to discuss the child's progress and/or any developmental concerns the check brings to the key person notice. Discuss development concerns with parents and contact appropriate professionals with parents' consent.
- To ensure that parents/carers are kept informed of the child's day to day experiences.
- To change and check key children's nappies as required and to assist with potty training and other toileting or intimate care needs.
- It is the Room Leader's ultimate responsibility to ensure that this happens during sickness or other key person absence. Parents/carers are to be informed.
- The key person will assist the parent/carer and child with the settling process, taking time to listen to questions, and provide answers.
- Where a child is transitioning from one room to another, key persons from each room will liaise together to ensure information is passed on correctly. A room moving form will be completed and the parent/carer introduced to their child's new key person.
- The key person will complete the care plan with the parent/carer at the child's first settle and ensure that the other team members are aware of any allergies or special requirements.
- The key person will be the main contact responsible for greeting the parent/carers and child at all their settles, so that a bond can be established.

- The key person will be planning for their key children during activity times. This is a good opportunity to feedback assessments into the child's EYFS planning needs. The key person is responsible for providing accurate observations of their key children and linking to the appropriate stage within the EYFS Development Matters guidelines. The observations will be used to inform planning about how to enable children to progress.
- The key person needs to record basic information about their key children such as sleep times, meal times and anything exciting or notable that happened during the day. This information is then passed on to the parent/carer at the end of the child's session.
- When the child is due to leave nursery, the key person must ensure that their learning journey profile is fully up to date and that it is handed to the child's parent.

The nursery is fully committed to continually evaluating its key person practice, managing changes and transitions as sensitively as possible and ensuring each child feels special and has the opportunity to develop an attachment.

# Staff:Child Ratios

The legal framework for this policy is based on:



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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	21 <sup>st</sup> October 2022

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The safety of the children in our care is paramount and can be protected by ensuring adequate and appropriately qualified staff:child ratios within the building at all times.

Staffing arrangements must meet the needs of all children and ensure their safety. The setting must ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met.

The setting must inform parents and/or carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions.

Children must usually be within sight and hearing of staff and always within sight or hearing.

Only those aged 17 or over may be included in ratios (and staff under 17 should be supervised at all times). Students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios if the provider is satisfied that they are competent and responsible.

The ratio and qualification requirements below apply to the total number of staff available to work directly with children. Exceptionally, and where the quality of care and safety and security of children is maintained, changes to the ratios may be made.

For children aged under two:

- there must be at least one member of staff for every three children
- at least one member of staff must hold a full and relevant level 3 qualification, and must be suitably experienced in working with children under two
- at least half of all other staff must hold a full and relevant level 2 qualification
- at least half of all staff must have received training that specifically addresses the care of babies
- where there is an under two-year-olds' room, the member of staff in charge of that room must, in the judgement of the provider, have suitable experience of working with under twos

For children aged two:

- there must be at least one member of staff for every four children<sup>35</sup>
- at least one member of staff must hold a full and relevant level 3 qualification
- at least half of all other staff must hold a full and relevant level 2 qualification

For children aged three and over in registered early years provision where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification is working directly with the children:

- there must be at least one member of staff for every 13 children
- at least one other member of staff must hold a full and relevant level 3 qualification

For children aged three and over at any time in registered early years provision when a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification is not working directly with the children:

- there must be at least one member of staff for every eight children
- at least one member of staff must hold a full and relevant level 3 qualification
- at least half of all other staff must hold a full and relevant level 2 qualification
- for all other classes there must be at least one member of staff for every 13 children
- at least one other member of staff must hold a full and relevant level 3 qualification



# Online Learning Journal Apps

The legal framework for this policy is based on:



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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	1 <sup>st</sup> October 2021

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At Heaton House Nursery, we use an online system called Famly to record and store observations and assessments relating to each child. This is a safe and secure system and one that enables parents and carers to access their child's learning journey at any time. They can share it with their child and family. Parents/carers can also post any comments and photographs of their own, helping to create a fully holistic view of the child and strengthen the parent/carer partnership. It will also show children's developmental progress through the different age bands of the EYFS to the Early Learning Goals.

## Procedures

Famly allows staff and parents to access the child's Learning Journey from any computer or tablet via a personal, password-protected login.

Staff access allows input of new observations and photos or amendment of existing observations and photos.

Parent access allows input of new observations and photos or the addition of comments on existing observations and photos. Parents do not have the necessary permission to edit existing material. Parents logging into the system are only able to see their own child's Learning Journey.

Parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journeys, and to protect images of other children that may appear in any photos contained in their child's Learning Journey.

Observations inputted into the Famly system are validated by a member of the management team before being added to the child's Learning Journey.

The Learning Journey is started once the child has started the nursery. During the first term, entries will be made more frequently as staff get to know the children.

New observational entries to a child's Learning Journey will usually be uploaded within one month of the observation being made. Our aim is to ensure observations are uploaded as close to the observation as possible.

All photographs taken of children are either immediately uploaded to Famly or are stored securely on a tablet before being uploaded within one month.

Famly is not used as a general communication tool between the nursery and home. A child's Learning Journey is a document recording their learning and development and parents may add comments observations or contribute photos, videos or information about activities they have been doing at home. Parents may contact the nursery through the usual channels for any other day-to-day matters, e.g. absence, lost property, etc.

Permission will be sought from the parent before Famly is sent electronically to a new school.

In the event that a parent does not have access to the internet, a computer or a tablet to be able to view their child's Learning Journey, the nursery will invite parents into the nursery where they will be able to gain access. In addition to this Famly will be printed out at the end of each term and will be added to the child's termly Learning Journey.

If a child leaves in the middle of the academic year a printed copy of the Learning Journey will be given to the child before they leave.

## **Security**

The Famly on-line Learning Journey system is hosted on secure dedicated servers based in the UK. Access to information stored on Famly can only be gained by a unique user id and password.

As part of our commitment to safeguarding our children, all Learning Journeys are password protected so that parents and carers can only access the account of their child. Other than family, only staff members of Heaton House Nursery have access to the Learning Journey.

Parents must not share content from the Learning Journey through social media platforms. This information is shared in the parent agreement letter. Any parent found to be violating this will have their access revoked and a paper Learning Journal will be provided on a termly basis.

Should there be any security breach of a child's account, the account will be de-activated and a new password sent once a full risk assessment of the breach has been carried out.

## **The login**

### *Staff Login*

All staff at Heaton House Nursery must have up to date safeguarding training and are party to regular discussions regarding e-safety.

Staff will use the tablets to take photographs for children's observations. Photos will be stored for a maximum period of one academic year before they are deleted

Staff are not permitted to take the tablets home, unless specific permission has been granted by the Senior Management Team. In the event that permission is granted, the Staff member must specify the specific device they wish to take from the premise and the date when it will be returned. The tablet must be signed back in on its return and inspected by the senior management to ensure there has been no damage. Emails, tablet activity and data will be checked to ensure no security breach has occurred.

Staff wishing to update Learning Journeys at home are able to access the Family site using their secure log in. The information updated is confidential and regard must be given to the confidentiality and data handling policies.

All tablets are to be stored in a locked cupboard at the end of each day as a security measure to protect the data stored on them.

Staff Logins will be de-activated once they have left employment or where a staff member may be subject to disciplinary procedures.

Parents will be provided one month's access once a child has left the setting. A letter will be shared with the parents/carers to notify them of this and provide instructions to download the learning journey. Permission may be requested to send the development journey to the child's new school/setting.

Staff should not share log in or password details with any person. Staff should not share any information or photographs relating to children with any person not employed by Heaton House Nursery. Any staff member found to be doing this will face disciplinary action.

Staff should take all responsible steps to ensure the safe keeping of any portable device e.g. iPad that they are using and report any missing devices.

If accessing Family with a private computer, not a Heaton House device, staff must ensure they log out appropriately from the account and maintain confidentiality and professionalism.

All entries on Family must be appropriate.

All entries on Family remain the property of Heaton House Nursery.

At all times staff must comply with Child Protection policies and Computer safe use policies.

All staff with access to Family are required to sign to ensure they follow and agree with this policy annually. This policy will be reviewed annually.

## **Child Protection**

Children who are under Child Protection Orders will not have their image shared on the Family observations or the relevant measures will be taken to blur the photograph to protect the identity of the child.

# Two Year Progress Check

The legal framework for this policy is based on:



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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	16 <sup>th</sup> November 2022

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## Purpose

To review the progress of children aged between 24 months and 36 months ensuring each child is attaining an appropriate level of development and to provide early intervention where problems are identified, offering adequate support to each child and their parents.

## Scope

All staff and parents

## Responsibility

*Manager/owner*

To ensure the Two Year Progress check is carried out within the setting. To provide adequate support and training to staff to aid the Two Year Progress Check assessment process.

*Staff*

All staff should feel confident and show a clear understanding of the aims and purpose of the progress check. This should be carried out in accordance with all guidance and training.

## Statement of intent

In accordance to the revised statutory framework, Heaton House will monitor the progress of each child within the specified age bracket, to make certain that the learning developments within the three prime areas attained. This will be documented within an approved report which will be made available and discussed with parents.

## Carrying out the check

The Two Year Progress Check should be carried out between 24 and 36 months, but as close to 24 months as possible.

The progress check should be carried out at a time which is seen to be beneficial for the child. An opportunity to review and reflect upon the child should be given before the progress check is carried out. Contributions from others in the setting along with all other available assessments or observations should be drawn upon in order to determine the readiness of the child for the Progress Check.

### **Reasons to delay**

Where a child is showing signs of delayed development as a direct result of a change in circumstances, such as a new sibling or change of setting, the Progress Check may be delayed. This should be agreed with both the room leader and the nursery manager. Reasons for delay should be recorded and monitored. Monitoring the child will identify a further opportunity where the progress check should be carried out.

Where a child attends more than one setting, the setting providing the most hours of care should ensure the Progress Check is carried out. Heaton House will liaise with this nursery to aid the Progress Check preparation.

A child joining Heaton House between 24-36 months who has not received a Progress Check will be assessed in accordance to the framework once the 'settling in' has ended and the child's key person identifies the child ready to be assessed.

### **Areas Included in the Check**

The Two Year Old Progress Check includes the following:

- A summary of a child's development in accordance to the three prime areas indicating their current ability.
- How the child's progress relates to the characteristics of learning and child's interests.
- Next steps of the child's
- The support that will be provided where a slower pace of development is shown.
- An indication of the time in which the child has spent at the setting.
- Parents section which allows comments to be made on the check. A further meeting will be scheduled for parents to discuss the Progress Check.

### **Role of Leaders and Managers**

Managers should ensure that staff are competent in their judgement when carrying out the Two Year Progress Check. Good observation skills are paramount and should be promoted.

The Progress Check should be carried out where a judgement is formed that the time is most beneficial for the child.

Where appropriate, training will be provided to ensure the correct standards are measured during the check. An understanding of the 'Development Matters Document' should be formed and used during the Progress Check.

Children demonstrating a special educational need (SEN) will be assessed in accordance to the required standards however support will be provided where necessary and the appropriate external bodies notified where development is noted as substantially slower. The setting will respond to a child with a SEN along with the support of other practitioners and outside bodies. Staff will be sensitive to children showing a SEN. (See 'Know How' the progress check at age two).

All staff have a responsibility to communicate the Progress Check to parents and indicate areas where development may appear slower. Staff should promote good practise in which parents may use in the home to aid the development outside of nursery.

### **Role of Parents**

Parents will be informed of the Two year Progress Check on induction and also throughout their child's time at nursery. Parents will be seen as partners throughout their child's time at the setting and communication of development will take place not only during the Two Year Progress Check but at regular intervals. This can be arranged informally or by way of a parent conference.

Parents are provided with the basis for the check through their parent pack and will receive additional information once their child is approaching the designated age stated in the framework.

Where a child is seen not to be progressing at the recommended level, parents will be notified and an action plan devised as to how to promote the development in these given areas. Early intervention is key to overcoming any areas of difficulty.

The Progress Check is designed to coincide with the two year health visitor check. Parents are encouraged to share the findings of the check with the health visitor.

This policy should be used in accordance to the 'Know How: Two Year Progress Check' document.

## Integrated Review Age Two: Report Process

At the start of the month identify the children who will be turning two.



Providing there are no reasons to delay, carry out the Two Year Progress check within THREE MONTHS of the child turning two. Carry out report using the Family App. Invite parents to share home learning and development within the report via conversation or form.



Send letters to parents notifying them of the intention to carry out a Two Year Progress Check. Discuss with parents if the timing of the check is appropriate and gain consent as to the report being carried out. (Send Letter and Parent Guide to parent/carers)



Arrange a meeting with parent to discuss the report. Ensure parents views and assessments of their child's development are incorporated into the review. Amend the report after the meeting if necessary. Provide Parent with the final draft of the report.

### Child meeting age related expectation:

Add report to the Two Year Progress File and work towards the child's next steps

### Child is below the age related expectations:

Where concerns have arisen, discuss these with parents and decide on steps e.g involvement of outside agencies or development plan to observe child. Add review date and re-visit to document child's development.

Where appropriate a child may need an Early Help form completing.



# Transition and Settling In

The legal framework for this policy is based on:



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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	2 <sup>nd</sup> December 2022

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At Heaton House Nursery we organise transitions around the needs of the individual child. We understand that we have a statutory duty to ensure continuity for children during periods of transition. We believe that smooth transitions support the personal, social and emotional development, learning and future success of every child. Well being is at the heart of all our practice.

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.

A Parental Questionnaire seeks the views of the parents, and includes their views on transitions. We continue to build on good relationships with the Children's Centre, as well as other professionals to make it easier to access help and support for children who have identified additional needs as they enter our setting.

## Procedures

- We allocate a key person at the earliest possibility on the child's transition visits. This is based on the bonds they form during this time.
- The key person/key family is responsible for settling the child into our setting.
- All staff offers unconditional regard for the child and are non-judgemental.

## Transition from home into the nursery:

- We value the parent as the first educator of their child

- We invite parents to be involved in the transition process by sharing their views on their child's development by completing the 'Building a Bigger Picture' document and highlighting their child's development in the 'What to Expect When' parent guide section.
- We invite parents to supply photographs of their child and family to display in the setting, these feed into individual 'learning journeys'. These help the child to keep home in mind and show families that we value them in our setting.
- Parents are welcome to come and visit our setting at any time

We allocate a key person to each child before she/he starts to attend; the key person welcomes and looks after the child at the child's first sessions and during the settling-in process.

If the child displays a stronger attachment to another member of staff then we will transfer him/her to a new key person.

We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.

We collect essential information through a registration form as well as information from the parents about the child's needs, likes, dislikes, routines and development, in the form of an 'All About Me'. It assists the key person in understanding the emotional needs of the child and enables them to match the home routine of the child within our setting, wherever possible.

We create an environment in our setting that reflects the needs and interests of the child.

We use boards to display information about what happens in the setting and we use photographs of children at play to effectively engage with parents on displays. We also have a series of scrap books documenting special occasions, trips, visits, celebrations and everyday life at nursery available for families to look through at any time:

We allocate all children with a coat peg, identified by their name alongside a photograph. This helps children feel more secure and can contain a favourite toy, book from home, photographs, or comforter.

We support children who have identified additional needs as they enter our setting

We collect information at point of entry about any other professional who are involved with the child and family.

We seek parental permission to work with other professionals before entry to ensure the setting is ready to meet the child's physical, emotional, social and learning needs.

We carry out a 2yr old summary on our children, 2-3yrs, who have been at the setting for more than six weeks. This allows time for the child to settle and for the staff member to get to know them. These checks will be shared with parents and with Parental permission they will be asked to share the information with their Health visitor this will support the 2yr check that they carry out and give an all round picture of the child.

### **Transitions between settings, rooms and key people**

Learning Scrap books move with children between key people and/or rooms

Learning Scrap Books are easily available for children and parents to look through or borrow, and are displayed prominently in boxes at the 'Scrap-booking' area.

Parents are positively encouraged to add information to the Learning Journey on Family, which key persons subsequently respond to within the setting.

Transition forms are completed by the key person and passed on to the new key person.

Parents are introduced to the new key person and given a guided tour of their child's new room and given an opportunity to chat and discuss any anxieties they may have.

Transition sheets are given to new parents to look through. Before their child transitions, these shows some of the key staff in the room and will be available to their child to take home.

Key Person also takes responsibility for telling the parent or carer about events in the day that have been important for the child, which is an additional and highly valuable way of communicating information with parents.

Managers show that they value smooth transitions by giving time for staff to support children and families

Staff are organised to enable Key People to be available at handover times to talk to parents.

Setting managers monitor the effectiveness of daily or weekly communication between parents and child (And on a less frequent basis with different settings the child may be attending or additional support agencies for a child or families).

We continue to support children with additional needs

Professionals who support individual children, such as Speech and Language Therapists, are able to do so in the setting where the child is more settled and confident.

We work with parents as equal partners with, for example IEP's and Early Help Forms

We endeavour to share as much information as possible with other settings or carers, in the case when a child attends more than one setting. Parents are invited to be involved in this important process in order to achieve the best understanding of the child that we can.

### **Transition from pre-school setting into school**

Heaton House Nursery aims to maintain good relationships, built on professional respect, with all local feeder schools.

Staff from feeder schools are invited to visit the child within our setting during the Summer Term prior to transition, to make the Key Person in the receiving school aware of the likely emotional needs of the child.

Written information is shared with school via the parents and carers.

Learning Journeys are given to the child and parent/carers, and recommended to share with new key person in school.

We organise (if necessary) and attend a 'transition meeting' for those children with identified additional needs, with the support of our Early Years Support Teacher.

Parents and carers, staff from feeder school and key persons are invited, alongside any other relevant professionals, in order to ensure the child's needs can be met in school.

All children have a 'Transition' summary written by their key person, identifying key information about the child with links to the EYFS where appropriate. This document also includes a section for the thoughts of the child and the thoughts of the parents/carers to be recorded at this stage in the child's journey.

An annual 'Leavers Party' is organised in the summer term. Parents and carers, as well as younger siblings, are warmly invited to join the celebration, where children are congratulated, presented with a special gift

and given a small gift & card. We find this experience a hugely successful way of encouraging the children to embrace the changes ahead, whilst giving children, staff and families a chance to say 'thanks' and 'goodbyes'.

# Early Years Pupil Premium

The legal framework for this policy is based on:



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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	1 <sup>st</sup> October 2022

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From April 2015 the Early Years Pupil Premium has been available to specific children within the setting who are already in receipt of the three and four year old entitlement. It is an additional supplement and is used to enhance the opportunities and experiences for the individual child. It will be used in agreement with parents, who must give permission, to improve/accelerate outcomes for their child..

3- and 4-year-olds in early education will receive EYPP funding if their family meet at least 1 of the criteria. These are claimants of - Income Support, income-based Jobseeker's Allowance, income-related Employment and Support Allowance, support under part VI of the Immigration and Asylum Act 1999, the guaranteed element of State Pension Credit, Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190), Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit or Universal Credit

Children are also eligible for funding if they have been in local-authority care for 1 day or more, they have been adopted from care or they have left care under a special guardianship order or residence order. For these children the child's guardian will take the responsibility and representatives from social care must be involved in discussions around spend of the funding.

## How we will use the EYPP funding

In line with the intended use of the EYPP, the setting will use the amount to enhance practice and provision through a variety of channels. Spending may include:

Arrangements to invest in CPD for staff who work directly with the children who have been approved funding in areas that will support the development and learning.

In house training to enhance quality staff interactions with children.

Educational resources

Enhanced provision in an identified area (based on the child) – ie The quality of provision for early language and literacy

Our setting will ensure that the EYPP reaches the groups of children for whom it is intended and that it makes a significant impact on their developmental outcomes. The EYPP will be used to provide additional resources and staff development to enable us to meet the needs of your child. We strive to offer the best possible outcomes for every child and the additional funding will facilitate this. We aim to address any underlying inequalities between the children who are eligible for EYPP and the rest of the children in the setting.

### **Working with parents and our key person approach**

At Heaton House Nursery we pride ourselves on the relationships that we form with parents. We want parents to be as involved in the decisions that affect their children as possible and for this reason we will endeavour to consult parents about any expenditure that uses the EYPP. Each child is assigned a key person. This person understands the individual needs of your child and it is with their help that we will identify targets and possible ideas that will benefit the children who receive EYPP.

### **Monitoring Outcomes**

Monitoring the impact of the EYPP is especially important to ensure that it is being used to enhance provision and improve outcomes for children. We have an action plan in place to monitor expenditure using the EYPP and any parent whose child has been awarded EYPP is welcome to view this.

If you have any questions about how the setting is using the EYPP please do not hesitate to contact a member of management who will be happy to discuss this with you. If this does not resolve the concerns, please follow the complaints procedure detailed in our complaints policy.

**Early Years Pupil Premium Planning:**  
**Experiences and opportunities to support my development and learning**

**Personal, Social and Emotional Development:**

**Communication and Language:**

**Expressive Arts and Design:**

**Physical Development:**

**EYPP – Supporting children to achieve**

**Child's Name:**

**Knowledge of the World:**

**Literacy:**

**Mathematics:**

At home I could benefit from:



# Visitors Procedure

The legal framework for this policy is based on:



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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	12 <sup>th</sup> September 2022

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Heaton House Nursery recognises its responsibility towards ensuring the health and safety of everyone who comes directly or indirectly into contact with the setting or the consequences of our activities. It is committed to providing as far as reasonably practicable a safe environment, for our team, children and visitors. This policy is important not only for security and health and safety reasons but also for the control and guidance of visitors on our premises.

## General Statement

Heaton House Nursery is committed to providing a safe environment, for our team, children, family's and visitors.

The Heaton House Nursery Manager and Senior Management has overall responsibility for children who attend the setting and visitors both within Heaton House Nursery premises or involved in Heaton House Nursery activities.

Any special arrangement required by children / visitors must be ascertained before arrival and suitable adjustments made, where possible.

Heaton House Nursery team members must take responsibility for children and or visitors in their care and should ensure that the requirements of this policy are adhered to at all times.

## Visitors Procedure

On the arrival of a visitor the following procedures will be followed:

- All visitors must report to the office through the intercom system.
- A senior team member will greet the visitor at the door.
- ID will be checked and it will be ascertained as to who the visitor is coming to see. In some circumstances, where a visitor arrives unannounced, it may be prudent to call the assigned company.
- On successfully verifying the visitor, the visitor will sign the Visitor's Book on arrival and departure. When signing the visitor's book the visitor will be asked to read a code

of conduct which highlights our expectations of a them whilst they are within our setting and/or on the grounds.

- Visitors will be notified of the setting's mobile phone policies. Visitors may leave their phones within their cars or alternatively mobile phones/bags must be left safely within the office. Mobile phones must not be carried on the visitor's person.
- Visitors will also be made aware that the nursery is a 'nut free' setting. Visitors will be asked if they have any food products on their person that may contain nuts.
- Visitors will also be made aware of the setting's fire procedure and exits should the alarm sound.
- All visitors will be provided with a visitor's badge upon signing in. This will provide identification to staff, parents and children within the setting.
- A member of staff will accompany visitors in the setting at all times whilst in the building; at no time will a visitor be left alone with a child
- At the end of the visit a team member/senior management will escort the visitor out of the building.
- The visitor must sign out of the visitor book before leaving and return any ID badges.

### **Restrictions to Allowing Visitors to the Setting**

On occasions it may be prudent to deny entry into the building for external visitors to ensure the health, safety and well being of those with

The setting may also conduct a qualified entry meaning that visitors must follow certain rules and requirements, to allow visitors into the building. Where visitors do not follow these procedures they will be denied entry into the building.

### **Health and Safety / Security**

Staff must check the identity of any visitors they do not recognise before allowing them into the setting.

Visitors to the centre must be recorded in the Visitor's Book and accompanied by a member of staff at all times whilst in the building

External Contractors must never be left alone with a child/children within the centre

All external doors must be kept locked at all times and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to wander.

Parents, visitors and students are reminded not to allow entry to any person whether they know this person or not. Staff within the nursery should be the only people allowing external visitors and parents entry to the nursery

Visits will be booked, where possible, in advance so the centre staff know when to expect them.

Visitors must report all accidents or near miss incidents on Heaton House Nursery premises / or when taking part in activities to a member of staff.

- Visitors must look after their own and others health and safety
- Visitors must comply with Heaton House Nursery procedures
- The setting will under no circumstances tolerate any form of harassment from third parties including visitors towards others, including children, staff members and parents.

# Arrivals and Departures

The legal framework for this policy is based on:



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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	2 <sup>nd</sup> October 2022

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The team at Heaton House Nursery will give a warm and friendly welcome to each child on arrival and ensure that they depart safely at the end of each session.

## Attendance

It is the responsibility of the Room Leaders and Early Years Practitioners to ensure that an accurate record is kept of all children in school, and that any arrival or departure to and from the premises is recorded. Manual registers are retained for the current academic year plus three years.

## Arrival

In normal circumstances it is important that children arrive on time for each session. We ask that whilst there isn't a set time to arrive at the nursery, children do so by 9am each day. Arriving late disrupts the settling process at the start of the session and can upset other children.

On arrival, a member of staff will immediately record the child's attendance in the register. They will greet families at the door and take children to hang their belongings in the cloak room and wash their hands.

## Departure

It is also important that children are collected on time. Children can become very upset or distressed if they see others have been collected and they are left at nursery longer than anticipated.

A list of these authorised people to collect each child is kept on file and used each day at collection times. These authorised people may be parents, other family members or regular childminders.

If a child is to be collected by someone different then the parent must notify the nursery team at the start of the session. We will require: the full name, a contact telephone number and a password to be used by the adult so we can verify their identity when they collect.

Please ring the office with these details in good time. We will not allow children to be collected by anyone under the age of 16. If the school has not been notified of someone different collecting a child, they will not be allowed to leave until contact has been made with the parent or carer.

Whether or not the parent or nominated adult has contacted the school, if they are more than 5 minutes late you will be liable to a late collection charge of £25. If the designated adult is late in picking up their child without prior warning, the provisions of the Lost or Uncollected Child policy will be activated.

### **Absence (See Absence Policy)**

Attendance at nursery school is non-statutory, but regular attendance is still very important for your child's development, for setting routines and for preparing them for primary school. If a child is going to be absent from a session, parents must notify the setting on the first day of absence, and continue to ring in with updates on your child's health each day. This is vitally important in the current Covid 19 situation and also Safeguarding children. If a child is absent without explanation, staff will contact parents/carers to find out the reason for this.

# Use of Dummies

The legal framework for this policy is based on:



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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	21 <sup>st</sup> December 2022

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At Heaton House Nursery we recognise that a dummy can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine.

We also recognise that overuse of dummies may affect a child's language development as it may restrict the mouth movements needed for speech. As babies get older they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk. As babies move their mouths and experiment with babbling sounds they are learning to make the quick mouth movements needed for speech. The more practice they get the better their awareness of their mouths and the better their speech will be.

Our nursery will:

- Discuss the use of dummies with parents as part of babies' individual care plans
- Only allow dummies for comfort if a child is really upset (for example, if they are new to the setting or going through a transition) and/or as part of their sleep routine
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children
- Immediately clean or sterilise any dummy or bottle that falls on the floor or is picked up by another child.

When discouraging the dummy staff will:

- Make each child aware of a designated place where the dummy is stored
- Comfort the child and, if age/stage appropriate, explain in a sensitive and appropriate manner why they do not need their dummy
- Distract the child with other activities and ensure they are settled before leaving them to play
- Offer other methods of comfort such as a toy, teddy or blanket
- Explain to the child they can have their dummy when they go home or at sleep time.

We will also offer support and advice to parents to discourage dummy use during waking hours at home and suggest ways which the child can be weaned off their dummy through books and stories (when appropriate).

# Home Learning Offer

The legal framework for this policy is based on:



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Scope	All staff, students and parents
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Responsibility	Owner/Manager
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Last Reviewed	17 <sup>th</sup> June 2022
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## The Importance of Early Years Education

The first five years of a child's life are fundamentally important. They are the foundation that shapes children's future health, happiness, growth, development and learning achievements in academics, in the family and the community, and in life in general.

Given the significance of these early years, it is important that we provide appropriate stimulating opportunities for children to ensure their development continues. Whilst learning happens in everything a child does from walks in the park to eating their dinner, the nursery has put together a 'Home Learning Offer' to assist parents/carers during periods of interruption to children's nursery education.

Our Home Learning is there as support and guidance. Early Years Education is holistic and has a heavy focus on investigating the world around us through play. We therefore encourage children to learn through play and to continue this within the home environment.

*"Play is the highest form of Research" Albert Einstein*

## Our Home Learning Offer

During any periods of interruption to a child's nursery education we will provide:

- Learning activities through our online learning portal, Family, that can be accessed within the home. These activities will use minimal or easily accessible resources to allow parents to carry these out.
- Online story times for children to watch on demand through our You Tube or Facebook channels.



- A bi-weekly check in allowing parents/carers to ask questions and discuss the learning opportunities.

### **Parent Involvement**

We understand that the home can be a busy environment however, we kindly ask that where a child does not attend nursery due to a period of interruption, parents continue to communicate with the nursery via Famly, phone or email when required.

Parent's can engage further with 'home learning' by posting onto the Famly app with pictures, comments and videos.

### **Vulnerable Children**

The nursery will provide a support package to any vulnerable children which will be delivered to the child's registered home address.

The nursery will continue to support families who may have children considered vulnerable throughout an period of interruption.

### **Wellbeing**

Managing wellbeing during periods of disruption can be difficult. We understand that there can be a number of restraints and additional pressures, which make things difficult for families to engage in home learning activities.

As a nursery our primary focus is on wellbeing. Without wellbeing our minds are unable to focus and engaging in learning is difficult. Whilst learning is important for children, so is their happiness. Our activities shouldn't put additional pressure on parents or children and should fit within a child's routine. Some activities may need a quiet room, or a space to explore but should comfortably fit within your routine.

### **The Importance of Talk**

Research supports the importance of vocabulary development from an early age. We would therefore encourage parents to chat frequently with their children and where possible, read daily stories.

If you can't access your local library, story books can be found online.

### **Out of Nursery Learning Experiences**

Providing children with rich experiences outside of nursery helps their holistic development. We would recommend parents provide opportunities to enhance their children's learning outside through a range of activities, e.g.:

- Taking walks in the local environment

- Attending the local park
- Making your own nature treasure hunt
- Exploring the weather e.g jumping in puddles

#### **We're here to help.....**

Please remember if your child's nursery education is interrupted and you need support, we are always here to help. Please feel free to contact us by telephone, email or Family.

# Parents as Partners

The legal framework for this policy is based on:



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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	17 <sup>th</sup> October 2022

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Heaton House Nursery provides a happy, loving and secure environment for the children, until the children's parents/carers resume responsibility for them.

We recognise that parents and carers are the first educators of their children. In recognising the role of parents and carers, the nursery acknowledges the benefits of working in partnership with families, to ensure care and learning for the children.

On occasion, children attend other registered provision as well as the nursery and good communication between the nursery staff and other relevant providers will contribute towards the child's time at nursery being happy, settled and productive.

This policy identifies to parents and carers the commitment of Heaton House Nursery staff in involving them and any other registered provision their child attends fully in their child's development, learning and experiences. This will be achieved by ensuring that families are always kept fully informed of events and activities in the nursery, by sharing information with them, answering questions and addressing any concerns fully, and by encouraging families to participate in the life of the nursery. Other registered providers will be invited to visit the nursery, particularly to attend parents evenings if families are in agreement, to share and exchange information relating to the child's interests and development and learning.

Parents/carers may discuss the progress of their child with a member of staff at any time.

Parents/carers are kept informed of events at the Setting through newsletters, notice boards, emails and social media.

The staff team is committed to working in partnership with parent/carers to provide high quality, safe and stimulating care, learning, and play opportunities for children. The Setting's aims to achieve this by:

- Ensuring that parents/carers are made to feel welcome and valued in all dealings with the Setting.
- Ensuring that parents'/carers' concerns are always listened to by the Setting whenever they are raised. The Manager will ensure that parents/carers receive a prompt response from the Setting
- Making all information and records held by the Setting on a child available to their parents/carers, unless it is subject to investigation by the police or other statutory agencies.
- Ensuring that the Setting's policies and procedures are made available to parents/carers on request.
- Encouraging parents/carers to comment on the Setting's policies and procedures and we will consult them on a regular basis about the activities that are planned and provided for their children.
- Ensuring that there are regular opportunities, such as parent's evenings, for parents/carers to meet with staff and discuss their child's progress and any problems that they might be encountering.
- Ensuring that any complaints from parents/carers are dealt with swiftly and effectively in accordance with the provisions of the Complaints Procedure policy.
- Encouraging parents/carers to undertake supportive roles in the Setting, such as volunteering or participating in activities.
- Providing parents/carers with formal, and if necessary, confidential means to comment on the work of the Setting. This will include an annual questionnaire survey.
- Keeping parents/carers up to date with any changes in the operation of the Setting, such as alterations to the opening times or fee levels.
- We aim to encourage Parent's/Carer's to be involved in activities by bringing/finding things from home with their child. If a parent/carer has a particular hobby or skill that would be of interest to the children, we welcome them to come to the Setting to give a presentation/demonstration to the children.
- Recognise that at all times they are accountable to the parents and carers of the children in their care and encourage parents to trust their judgement regarding their own child.

- Gather from parents and carers information which will aid their child settling at nursery.
- Share with the child's family, information about children's daily routines, the activities being planned and carried out.
- Inform parents and carers regularly of their child's progress and development, through parent's evenings and encouraging them to be a part of their Learning Journey Book.
- Encourage parents and carers to share any skills, interests and hobbies that might extend the children's experiences.
- Encourage parents and carers to share details of any other form of registered provision their child attends.
- Ensure that parents are aware of the nursery policies and procedures and that they are available at all times.
- Operate a key person system involving parents for open discussions and information sharing regarding nursery and home circumstances, and individual needs.
- Inform all parents of the systems for registering queries and complaints or suggestions, and check that these systems are understood by parents.
- Provide opportunities for parents to learn about the early years foundation stage.
- Provide written contract between the parents and the nursery regarding conditions of acceptance and arrangements for payment.
- Respect the family's religious and cultural backgrounds and accommodate any special requirements whenever possible and practical to do so.
- Find out the needs and expectations of the parents. These can be obtained through regular feedback via questionnaires, providing a suggestion system and encouraging parents to review working practices. These can then be evaluated by the nursery to promote practice, policy and staff deployment.

# Setting Feedback

The legal framework for this policy is based on:



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Scope	All staff, students and parents
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Responsibility	Owner/Manager
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Last Reviewed	17 <sup>th</sup> December 2022
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Feedback is crucial to our development and promoting outstanding practice for our children. We encourage our parents to regularly feedback to the setting on their views and thoughts of the provision we provide for their child. We encourage parents to involve their child in this process to ensure their views play an important part in feedback.

## The Child's Voice

Ensuring the views of our children are reflective in our nursery is important to allow us to provide a nursery that adequately meets their needs, to make them feel apart of their learning and to show their opinions are valued.

## Parent's Views

Throughout the year we provide many different avenues by which our parents can feedback regarding the service. This can be through surveys, in conversation or via our online learning app.

Each email sent to our parent's provides an opportunity for parents to feedback by following a link to a short survey. We look at this monthly and feed our parent views into our quality assurance plans.

## The Team's View

Our team are hands on in our nursery therefore, listening to and understanding their views and feedback provides invaluable opportunities to see how we can develop the setting. Our team are incredibly valuable to providing our outstanding environment and we listen carefully to their views through informal and formal feedback.

## External Agencies

Feedback from external agencies is also documented to help provide a further avenue for the setting to develop and review it's practices.

# Separated Families

The legal framework for this policy is based on:



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Scope	All staff, students and parents
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Responsibility	Owner/Manager
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Last Reviewed	17 <sup>th</sup> October 2022
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When parents separate it is a difficult situation for all concerned. The nursery understands that emotions run high and this policy lays out how the nursery will support the child and their family within the nursery. We feel this policy will support all parties in this difficult time including our team.

## Parental Responsibility

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

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

## ENGLAND AND WALES

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

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

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

**The nursery will:**

- Ensure the child's welfare is paramount in all operations relating to their time within the nursery.
- Comply with any details of a Court Order where they are applicable to the nursery's situation, provided the nursery has seen a copy/has a copy attached to the child's file.
- Provide information on the child's progress within the nursery to both parents.
- Invite both parents to nursery events, including parental consultations and social evenings.
- Ensure any incident or accident within the nursery relating to the child is reported to both parents as soon as possible.
- Ensure that all matters known by the staff pertaining to the family and the parent's separation shall remain confidential.
- Ensure that no member of staff takes sides within the separation and treats both parents equally and with due respect.
- The nursery cannot restrict access to any parent with parental responsibility unless a formal Court Order is in place. We respectfully ask that parents do not put us in this position.

**We ask parents to:**

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



# Complaints and Comments

The legal framework for this policy is based on:



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Scope All staff, students and parents

Responsibility Owner/Manager

Last Reviewed 17<sup>th</sup> August 2022

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At Heaton House we believe that parents are entitled to expect courtesy and prompt, careful attention to their individual needs and wishes. We hope that at all times you will be happy with the service provided and that were you feel appropriate you may like to voice your appreciation to the staff concerned.

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

In case of a complaint relating to child protection, please refer to the safeguarding policy. Parents are able to view this policy in the operational plan folder located in the hallway of the nursery.

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

## Complaints Procedure

### Stage 1

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

### Stage 2

If the issue remains unresolved or parents feel they have received an unsatisfactory outcome, then these concerns must be presented in writing to the setting manager. The manager will then investigate the complaint and report back to the parent within **ten working days**. This will be fully documented in the complaints log book and will detail the nature of the complaint and any actions arising from it.

*(Most complaints are usually resolved informally at stage 1 or 2.)*

If you wish to write your complaints letter please send to the address below:

Mrs Lauren Hyde  
Heaton House Nursery  
553 Chorley Old Road  
Bolton  
BL1 6AE

Emails should be directed to [info@heatonhousenursery.co.uk](mailto:info@heatonhousenursery.co.uk)

### **Stage 3**

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

### **Stage 4**

If the matter cannot be resolved to their satisfaction, then parents have the right to raise the matter with Ofsted. Parents are made aware that they can contact Ofsted in all stages of complaints and are given information on how to contact them.

A record of complaints will be kept in the nursery. The record will include the name of the complainant, the nature of the complaint, date and time complaint received, action(s) taken, result of any investigations and any information given to the complainant including a dated response.

Parents will be able to access this record if they wish to, however all personal details relating to any complaint will be stored confidentially and the relevant procedure followed in accordance to this. Where third parties are disclosed or other children named the contents of the report may not be disclosed. Ofsted will have access to this record at any time during visits to ensure actions have been met appropriately.

### **Contact details for the regulator:**

Ofsted  
The National Business Unit  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD  
0300 123 1231

Parents will also be informed if the nursery becomes aware that they are going to be inspected and after inspection will provide a copy of the report to parents and/or carers of children attending on a regular basis.

# Valuing Diversity and Promoting Inclusion and Equality



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Scope All staff, students and parents

Responsibility Owner/Manager

Last Reviewed 17<sup>th</sup> December 2022

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## Statement of intent

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, special educational needs, ability or disability.

Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

## Aim

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
- include and value the contribution of all families to our understanding of equality and diversity
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- make inclusion a thread that runs through all of the activities of the setting

The legal framework for this policy is:

- The Equality Act 2006
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986

- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001

## **Method**

The member of staff responsible for Equality, Inclusion and Diversity is Lauren Hyde.

In order to meet our legal duties, promote equality and inclusion in our setting and value diversity we follow these procedures:

## **Admissions**

- Our setting is open to all members of the community.
- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equality and diversity policy and all other relevant policies.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a Travelling community or an asylum seeker.
- We do not discriminate against disabled children. Consideration needs to be given to any reasonable adjustments required to include any child who may have a disability or special educational needs.
- We develop an action plan to ensure that all individuals can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

## **Employment**

- Posts are advertised and all applicants are judged against criteria required.
- Applicants are welcome from all backgrounds and cultures. Posts are open to all, subject to appropriate experience and qualifications.
- We may use exemption clauses in relevant legislation to enable the service to best meet the needs of the community.

- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.
- All job descriptions include a commitment to valuing equality, inclusion and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

## **Training**

- We seek out training opportunities for staff and volunteers to enable them to develop anti- discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and trained in administering relevant medicines and performing invasive care procedures.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

## **Curriculum and environment**

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

The environment is accessible for all visitors and service users. Reasonable adjustments have been made to accommodate the needs of disabled children and adults.

We do this by:

- making children feel valued and good about themselves
- making adjustments to the environment and resources to accommodate a wide range of 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
- positively reflecting the widest possible range of communities by enhancing the choice of resources
- avoiding stereotypes or derogatory images in the selection of books or other visual materials
- celebrating a wide range of festivals
- creating an environment of mutual respect and tolerance
- differentiating the curriculum to meet children's special educational needs

- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages

#### **Valuing diversity in families**

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.

#### **Food**

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

#### **Monitoring and reviewing**

- To ensure our policy and procedures remain effective we follow the Early Years Foundation Stage (EYFS) statutory guidance and review our policies annually to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure.

# Promoting Positive Behaviour

The legal framework for this policy is based on:



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Scope	All staff, students and parents
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Responsibility	Owner/Manager
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Last Reviewed	19 <sup>th</sup> October 2022
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At Heaton House we believe that children flourish best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their individual personalities. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings.

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

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and are consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key worker system enabling staff to build a strong and positive relationship with children and their families
- Have a named person who has overall responsibility for issues concerning behaviour.

**Lauren Hyde**, behaviour management officer, will advise other staff on behaviour issues and along with each room leader will keep up-to-date with legislation and research and support changes to policies and procedures in the nursery; access relevant sources of expertise where required and act as a central information source for all involved; attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management.

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

Nursery rules are concerned with safety and care and respect for each other. Children who behave inappropriately by physically abusing another child or adult e.g. biting, or through verbal bullying, will be required to talk through these actions and apologise where appropriate. The child who has been upset will be comforted and the adult will confirm that the other child's behaviour is not acceptable. It is important to acknowledge when a child is feeling angry or upset and that it is the behaviour we are rejecting, not the child.

**When children behave in unacceptable ways:**

- Physical punishment such as smacking or shaking will be neither used nor threatened, however it may be necessary to use restraining action in an emergency to prevent personal injury and protect the safety of other children and staff . This will only take place by staff who have been appropriately trained to do so
- Children will not be singled out or humiliated in any way. Staff within the nursery will re-direct the children towards alternative activities. Discussions with children will take place respecting their level of understanding and maturity
- Staff will not raise their voices in a threatening way
- In any case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- How a particular type of behaviour is handled will depend on the child's age, level of development and the circumstances surrounding the behaviour. It may involve the child being asked to talk and think about what he/she has done. It may also include the child apologising for their actions
- Parents will be informed if their child is unkind to others or if their child has been upset. In all cases inappropriate behaviour will be dealt with in nursery at the time. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the nursery. In some cases we may request additional advice and support from other professionals, such as an educational psychologist or child guidance counsellors
- Children need to develop non-aggressive strategies to enable them to stand up for themselves so that adults and children listen to them. They need to be given opportunities to release their feelings more creatively



- Confidential records will be kept on any negative behaviour that has taken place. Parents will be informed and asked to read and sign any entries concerning their child
- If a child requires help to develop positive behaviour, every effort will be made to provide for their needs
- Through partnership with parents and formal observations, staff will make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions an individual behaviour modification plan will be implemented
- In the event where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. the manager should complete risk assessments identifying any potential triggers or warning signs ensuring other children and staff safety at all times. In these instances it may be that the child is removed from that area until they have calmed down and/or restraining techniques are used by trained staff
- Children will be distracted from the negative situation and supported in a different activity or environment, if necessary for their own well-being and that of others in the group.

### **Anti-bullying**

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

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

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

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

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children need to be helped to understand that using aggression to get things is inappropriate and they will be encouraged to resolve problems in other ways
- Our staff are encouraged to adopt a policy of intervention when they think a child is being bullied, however mild or harmless it may seem

- Staff are ready to initiate games and activities with children, when they feel play has become aggressive, both indoors or out
- Any instance of bullying will be discussed fully with the parents of all involved, to look for a consistent resolution to the behaviour
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence.

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

# Exclusion from Nursery

The legal framework for this policy is based on:



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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	19 <sup>th</sup> November 2022

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## General

It is the general policy of Heaton House Nursery to consider exclusion of a child only as a last resort and one that should be avoided by all practical means. However, under certain circumstances, the exclusion of a child may be the only option open to the preschool committee

## Reasons for Exclusion

Notwithstanding the nursery general policy, exclusion may be considered in one or more of the following circumstances:

A child exhibits repeated violent and/or uncontrollable behaviour

A child persistently directs abusive or threatening language towards either a member of staff or to another child

Persistent asocial behaviour or problems of an indefinable nature

The child through his/her behaviour is perceived to represent a physical risk to him/herself, to other children or to members of the preschool staff

## Unacceptable Behaviour

In the case of unacceptable behaviour, where the child is inflicting emotional or physical abuse on another child or adult, this procedure will be followed:-

The Manager will liaise with the child's parent/ carer to ensure full awareness of the issue at hand.

The Manager, child's key worker and parent/ carer will draw up an action plan and an individual Behaviour Management Plan to ensure all of the child's needs are being met and the issues are being dealt with sympathetically, constructively and consistently.

If the plans are not successful in combating the unacceptable behaviour within the time allocated and the child is still inflicting emotional or physical abuse on other children or adults, steps will be taken to exclude the child from the setting. At this point it is at The Manager's discretion as to whether a 4 week notice period to the parent/ carer is in the best interest of the children and adults at The Nursery or whether immediate termination of the contact is required.

Before any final decisions are made regarding a child in this situation we would get help and advice and support from Early Years Team within the Local Authority and will work along side them to ensure all best interests are put into consideration ensuring safe guarding the child in question and the other children with in the setting.

Consult the Safeguarding Policy: Peer on Peer Bullying section for more information.

### **Unforeseen Circumstances**

There may be circumstances that arise where it is not in your child's best interest to attend nursery.

For Example: Your child is unwell - please see appropriate Policy.

The Nursery may experience problems with their utilities, staffing or issues may occur with the ownership of The Nursery that prevent them from keeping The Nursery open. In the event of any of these problems, you or your emergency contacts will be telephoned and asked to collect your child as soon as possible.

A full account of the problems that The Nursery may have experienced will be available to you, and your fees for the duration of exclusion will be refunded.

### ***Exclusion Procedure***

Should a child begin to exhibit extreme antisocial behaviour or is disruptive or violent, nursery staff will initiate the following actions:

Staff will consult the Positive Behavioural Policy and Procedures

If the behavioural problems persist the parents of the child will be consulted so that an action plan can be formulated Specialist advice, assistance and help will be sought

A meeting with all relevant parties will be held to discuss the behavioural issues and to agree upon an action plan

Staff will report progress to the child's parents on a daily basis

Funding for 1-to-1 assistance for the child May be sought

Regular meetings will be held with all relevant parties

If there is no improvement in the child's behaviour or the behaviour constitutes an immediate threat to another child or member of staff, the child will be excluded

A letter to the parents/guardians will be sent informing them of the decision to exclude the child

# General Data Protection Regulation

## -Handling of Data and Information

## Sharing



The legal framework for this policy is based on:

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Scope	All staff, students and parents
Responsibility	Owner/Manager
Last Reviewed	12 <sup>th</sup> September 2022

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## Data Protection Policy

### Introduction

Heaton House Nursery “The Company” takes its responsibilities with regard to the management of the requirements of the UK General Data Protection Regulation (GDPR) very seriously. This policy sets out how the Company manages those responsibilities.

The Company obtains, uses, stores and otherwise processes personal data relating to potential staff, current staff, former staff, contractors, children, parents and family members, website users and contacts, collectively referred to in this policy as data subjects. When processing personal data, the Company is obliged to fulfil individuals’ reasonable expectations of privacy by complying with GDPR and other relevant data protection legislation (data protection law).

This policy therefore seeks to ensure that we:

1. are clear about how personal data must be processed and the Company’s expectations for all those who process personal data on its behalf;
2. comply with the data protection law and with good practice;
3. protect the Company’s reputation by ensuring the personal data entrusted to us is processed in accordance with data subjects’ rights
4. protect the Company from risks of personal data breaches and other breaches of data protection law.

The main terms used are explained in the glossary at the end of this policy (Appendix 3).

### Scope

This policy applies to all personal data we process regardless of the location where that personal data is stored (e.g. on an employee’s own device) and regardless of the data subject. All staff and others

processing personal data on the Company's behalf must read it. A failure to comply with this policy may result in disciplinary action.

All Senior Management are responsible for ensuring that all Company staff within their area of responsibility comply with this policy and should implement appropriate practices, processes, controls and training to ensure that compliance.

The Company's Data Protection Officer (DPO) is Lauren Hyde who can be reached at [lauren@heatonhousenursery.co.uk](mailto:lauren@heatonhousenursery.co.uk)

## **Personal data protection principles**

When you process personal data, you should be guided by the following principles, which are set out in the GDPR. The Company is responsible for, and must be able to demonstrate compliance with, the data protection principles listed below:

Those principles require personal data to be:

1. processed lawfully, fairly and in a transparent manner (Lawfulness, fairness and transparency). Detail on how to achieve this can be found in Appendix 1.
2. collected only for specified, explicit and legitimate purposes and not further processed in a manner incompatible with those purposes (Purpose limitation). Detail on how to achieve this can be found in Appendix 2.
3. adequate, relevant and limited to what is necessary in relation to the purposes for which it is Processed (Data minimisation). Detail on how to achieve this can be found in Appendix 2.
4. accurate and where necessary kept up to date (Accuracy). Detail on how to achieve this can be found in Appendix 2.
5. not kept in a form which permits identification of data subjects for longer than is necessary for the purposes for which the personal data is processed (Storage limitation). Detail on how to achieve this can be found in Appendix 2.
6. processed in a manner that ensures its security, using appropriate technical and organisational measures to protect against unauthorised or unlawful processing and against accidental loss, destruction or damage (Security, integrity and confidentiality). Detail on how to achieve this can be found in Appendix 2.

## **Data Subjects' Rights**

Data subjects have rights in relation to the way we handle their personal data. These include the following rights:

1. where the legal basis of our processing is Consent, to withdraw that Consent at any time;
2. to ask for access to the personal data that we hold (see below);
3. to prevent our use of the personal data for direct marketing purposes
4. to object to our processing of personal data in limited circumstances
5. to ask us to erase personal data without delay:
  - (a) if it is no longer necessary in relation to the purposes for which it was collected or otherwise processed;
  - (b) if the only legal basis of processing is Consent and that Consent has been withdrawn and there is no other legal basis on which we can process that personal data;
  - (c) if the data subject objects to our processing where the legal basis is the pursuit of a legitimate interest or the public interest and we can show no overriding legitimate grounds or interest;

- (d) if the data subject has objected to our processing for direct marketing purposes;
- (e) if the processing is unlawful.
- 6. to ask us to rectify inaccurate data or to complete incomplete data;
- 7. to restrict processing in specific circumstances e.g. where there is a complaint about accuracy;
- 8. to ask us for a copy of the safeguards under which personal data is transferred outside of the EU;
- 9. the right not to be subject to decisions based solely on automated processing, including profiling, except where necessary for entering into, or performing, a contract, with the Company; it is based on the data subject's explicit consent and is subject to safeguards; or is authorised by law and is also subject to safeguards;
- 10. to prevent processing that is likely to cause damage or distress to the data subject or anyone else;
- 11. to be notified of a personal data breach which is likely to result in high risk to their rights and freedoms;
- 12. to make a complaint to the ICO; and
- 13. in limited circumstances, receive or ask for their personal data to be transferred to a third party (e.g. another Company to which a data subject is transferring) in a structured, commonly used and machine readable format.

You must verify the identity of an individual requesting data under any of the rights listed

Requests (including for data subject access – see below) must be complied with, usually within one month of receipt. You must immediately forward any Data Subject Access Request you receive to [insert name & email address] A charge can be made for dealing with requests relating to these rights only if the request is excessive or burdensome.

## **Accountability**

The Company must implement appropriate technical and organisational measures in an effective manner to ensure compliance with data protection principles. The Company is responsible for, and must be able to demonstrate compliance with, the data protection principles.

We must therefore apply adequate resources and controls to ensure and to document GDPR compliance including:

1. appointing a suitably qualified DPO;
2. implementing Privacy by Design when processing personal data and completing a Data Protection Impact Assessment (DPIA) where processing presents a high risk to the privacy of data subjects;
3. integrating data protection into our policies and procedures, in the way personal data is handled by us and by producing required documentation such as Privacy Notices, Records of Processing and records of Personal Data Breaches;
4. training staff on compliance with Data Protection Law and keeping a record accordingly; and
5. regularly testing the privacy measures implemented and conducting periodic reviews and audits to assess compliance, including using results of testing to demonstrate compliance improvement effort.

## **Responsibilities**

1. Company responsibilities



As the Data Controller, the Company is responsible for establishing policies and procedures in order to comply with data protection law.

## **2. Data Protection Officer responsibilities**

The DPO is responsible for:

- (a) advising the Company and its staff of its obligations under GDPR
- (b) monitoring compliance with this Regulation and other relevant data protection law, the Company's policies with respect to this and monitoring training and audit activities relate to GDPR compliance
- (c) to provide advice where requested on data protection impact assessments
- (d) to cooperate with and act as the contact point for the Information Commissioner's Office
- (e) the data protection officer shall in the performance of his or her tasks have due regard to the risk associated with processing operations, taking into account the nature, scope, context and purposes of processing.

## **3. Staff responsibilities**

Staff members who process personal data about students, staff, applicants, alumni or any other individual must comply with the requirements of this policy. Staff members must ensure that:

- (a) all personal data is kept securely;
- (b) no personal data is disclosed either verbally or in writing, accidentally or otherwise, to any unauthorised third party;
- (c) personal data is kept in accordance with the Company's retention schedule;
- (d) any queries regarding data protection, including subject access requests and complaints, are promptly directed to the Information Compliance team;
- (e) any data protection breaches are swiftly brought to the attention of the Information Compliance team and the Data Protection Officer and that they support the Information Compliance team in resolving breaches;
- (f) where there is uncertainty around a data protection matter advice is sought from the Information Compliance team and the Data Protection Officer.

## **4. Third-Party Data Processors**

Where external companies are used to process personal data on behalf of the Company, responsibility for the security and appropriate use of that data remains with the Company.

Where a third-party data processor is used:

- (a) a data processor must be chosen which provides sufficient guarantees about its security measures to protect the processing of personal data;
- (b) reasonable steps must be taken that such security measures are in place;
- (c) a written contract establishing what personal data will be processed and for what purpose must be set out;
- (d) a data processing agreement, available from the Information Compliance team, must be signed by both parties.

## **5. Contractors, Short-Term and Voluntary Staff**

The Company is responsible for the use made of personal data by anyone working on its behalf. Managers who employ contractors, short term or voluntary staff must ensure that they are appropriately vetted for the data they will be processing. In addition managers should ensure that:

- (a) any personal data collected or processed in the course of work undertaken for the Company is kept securely and confidentially;
- (b) all personal data is returned to the Company on completion of the work, including any copies that may have been made. Alternatively that the data is securely destroyed and the Company receives notification in this regard from the contractor or short term / voluntary member of staff;
- (c) the Company receives prior notification of any disclosure of personal data to any other organisation or any person who is not a direct employee of the contractor;
- (d) any personal data made available by the Company, or collected in the course of the work, is neither stored nor processed outside the UK unless written consent to do so has been received from the Company;
- (e) all practical and reasonable steps are taken to ensure that contractors, short term or voluntary staff do not have access to any personal data beyond what is essential for the work to be carried out properly.

## **Data subject Access Requests**

Data subjects have the right to receive copy of their personal data which is held by the Company. In addition, an individual is entitled to receive further information about the Company's processing of their personal data as follows:

- 1. the purposes
- 2. the categories of personal data being processed
- 3. recipients/categories of recipient
- 4. retention periods
- 5. information about their rights
- 6. the right to complain to the ICO,
- 7. details of the relevant safeguards where personal data is transferred outside the EEA
- 8. any third-party source of the personal data

You should not allow third parties to persuade you into disclosing personal data without proper authorisation. The entitlement is not to documents per se, but to such personal data as is contained in the document. The right relates to personal data held electronically and to limited manual records.

You should not alter, conceal, block or destroy personal data once a request for access has been made. You should contact [insert name & contact details] before any changes are made to personal data which is the subject of an access request.

## **Reporting a personal data breach**

The GDPR requires that we report to the Information Commissioner's Office (ICO) any personal data breach where there is a risk to the rights and freedoms of the data subject. Where the Personal data breach results in a high risk to the data subject, he/she also has to be notified unless subsequent steps have been taken to ensure that the risk is unlikely to materialise, security measures were applied to render the personal data unintelligible (e.g. encryption) or it would amount to disproportionate effort to inform the data subject directly. In the latter circumstances, a public

communication must be made or an equally effective alternative measure must be adopted to inform data subjects, so that they themselves can take any remedial action.

We have put in place procedures to deal with any suspected personal data breach and will notify data subjects or the ICO where we are legally required to do so.

If you know or suspect that a personal data breach has occurred, you should immediately contact **Lauren Hyde on [Lauren@heatonhousenursery.co.uk](mailto:Lauren@heatonhousenursery.co.uk)**. You must retain all evidence relating to personal data breaches in particular to enable the Company to maintain a record of such breaches, as required by the GDPR.

## **Limitations on the transfer of personal data**

The GDPR restricts data transfers to countries outside the UK in order to ensure that the level of data protection afforded to individuals by the GDPR is not undermined. You transfer personal data originating in one country across borders when you transmit or send that data to a different country or view/access it in a different country.

You may only transfer personal data outside the UK if one of the following conditions applies:

1. the Information Commissioners Office (“ICO”) has issued a decision confirming that the country to which we transfer the personal data ensures an adequate level of protection for the data subjects’ rights and freedoms.
2. appropriate safeguards are in place such as binding corporate rules, standard contractual clauses approved by the ICO, an approved code of conduct or a certification mechanism, a copy of which can be obtained from the DPO;
3. the data subject has provided explicit Consent to the proposed transfer after being informed of any potential risks; or
4. the transfer is necessary for one of the other reasons set out in the GDPR including:
5. the performance of a contract between us and the data subject,
6. reasons of public interest,
7. to establish, exercise or defend legal claims or
8. to protect the vital interests of the data subject where the data subject is physically or legally incapable of giving Consent.

## **Record Keeping**

The GDPR requires us to keep full and accurate records of all our data processing activities. You must keep and maintain accurate corporate records reflecting our processing, including records of data subjects’ Consents and procedures for obtaining Consents, where Consent is the legal basis of processing.

These records should include, at a minimum, the name and contact details of the Company as Data Controller and the DPO, clear descriptions of the personal data types, data subject types, processing activities, processing purposes, third-party recipients of the personal data, personal data storage locations, personal data transfers, the personal data’s retention period and a description of the security measures in place.

Records of personal data breaches must also be kept, setting out:

1. the facts surrounding the breach
2. its effects; and
3. the remedial action taken

## **Training and Audit**

We are required to ensure that all Company staff undergo adequate training to enable them to comply with data protection law. We must also regularly test our systems and processes to assess compliance.

You must undergo all mandatory data privacy related training. You must regularly review all the systems and processes under your control to ensure they comply with this policy.

## **Data privacy by design and default and Data Protection Impact Assessments (DPIAs)**

We are required to implement privacy-by-design measures when processing personal data, by implementing appropriate technical and organisational measures (like pseudonymisation) in an effective manner, to ensure compliance with data-protection principles. The Company must ensure therefore that by default only personal data which is necessary for each specific purpose is processed. The obligation applies to the volume of personal data collected, the extent of the processing, the period of storage and the accessibility of the personal data. In particular, by default, personal data should not be available to an indefinite number of persons. You should ensure that you adhere to those measures.

As well as complying with Company practices designed to fulfil reasonable expectations of privacy, you should also ensure that your own data-handling practices default to privacy to minimise unwarranted intrusions in privacy e.g. by disseminating personal data to those who need to receive it to discharge their duties.

The Company must also conduct DPIAs in respect of high-risk processing before that processing is undertaken.

You should conduct a DPIA (and discuss your findings with the DPO) in the following circumstances:

1. the use of new technologies (programs, systems or processes), or changing technologies (programs, systems or processes);
2. automated processing including profiling;
3. large scale processing of sensitive (special category) data; and
4. large scale, systematic monitoring of a publicly accessible area.

A DPIA must include:

- (a) a description of the processing, its purposes and the Data Controller's legitimate interests if appropriate;
- (b) an assessment of the necessity and proportionality of the processing in relation to its purpose;
- (c) an assessment of the risk to individuals; and

(d) the risk-mitigation measures in place and demonstration of compliance.

## **Direct Marketing**

We are subject to certain rules and privacy laws when marketing to our applicants, potential customers and any other potential user of our services.

For example, a data subject's prior Consent is required for electronic direct marketing (for example, by email, text or automated calls). The limited exception for existing customers (e.g. current parents) known as "soft opt in" allows organisations to send marketing texts or emails if they have obtained contact details in the course of a sale to that person, they are marketing similar services, and they gave the person an opportunity to opt out of marketing when first collecting the details and in every subsequent message.

The right to object to direct marketing must be explicitly offered to the data subject in an intelligible manner so that it is clearly distinguishable from other information.

A data subject's objection to direct marketing must be promptly honoured. If a data subject opts out at any time, their details should be suppressed as soon as possible. Suppression involves retaining just enough information to ensure that marketing preferences are respected in the future.

## **Sharing Personal Data**

In the absence of Consent, a legal obligation or other legal basis of processing, personal data should not generally be disclosed to third parties unrelated to the Company (e.g. members of the public).

Some bodies have a statutory power to obtain information (e.g. regulatory bodies such as the Health & Care Professions Council, government agencies such as the Child Support Agency). You should seek confirmation of any such power before disclosing personal data in response to a request. If you need guidance, please contact [insert name & email address].

Further, without a warrant, the police have no automatic right of access to records of personal data, though voluntary disclosure may be permitted for the purposes of preventing/detecting crime or for apprehending offenders. You should seek written assurances from the police that the relevant exemption applies.

## **Changes to this policy**

We reserve the right to change this policy at any time without notice to you so please check regularly to obtain the latest copy.

## Appendix 1

### Principle 1 of GDPR – Processing personal data lawfully, fairly and transparently

#### 1. Lawfulness and fairness

You may only process personal data fairly and lawfully and for specified purposes. These restrictions are not intended to prevent processing, but ensure that we process personal data for legitimate purposes without prejudicing the rights and freedoms of data subjects. In order to be justified, the Company may only process personal data if the processing in question is based on one (or more) of the legal bases set out below. Section 4.3 below deals with justifying the processing of sensitive personal data. Including special category data.

The legal bases for processing non-sensitive personal data are as follows:

- (a) the data subject has given his or her Consent
- (b) the processing is necessary for the performance of a contract with the data subject (e.g. monitoring academic performance in order to provide the relevant qualification for which the student has enrolled)
- (c) to meet our legal compliance obligations
- (d) to protect the data subject's vital interests (i.e. matters of life or death)
- (e) to pursue our legitimate interests (or another's legitimate interests) which are not overridden because the processing prejudices the interests or fundamental rights and freedoms of data subjects. The specific legitimate interest or interests that the Company is pursuing when processing personal data will need to be set out in relevant Privacy Notices. This ground can only be relied upon for private functions e.g. marketing and fundraising.

You must identify the legal basis that is being relied on for each processing activity, which will be included in the Privacy Notice provided to data subjects.

#### (a) Consent

You should only obtain a data subject's Consent if there is no other legal basis for the processing. Consent requires genuine choice and genuine control.

A data subject consents to processing of his/her personal data if he/she indicates agreement clearly either by a statement or positive action to the processing. Silence, pre-ticked boxes or inactivity are therefore unlikely to be sufficient. If Consent is given in a document that deals with other matters, you must ensure that the Consent is separate and distinct from those other matters.

Data subjects must be able to withdraw Consent to processing easily at any time. Withdrawal of Consent must be promptly honoured. Consent may need to be renewed if you intend to process personal data for a different and incompatible purpose which was not disclosed when the data subject first consented, or if the Consent is historic.

You will need to ensure that you have evidence of Consent and you should keep a record of all Consents obtained so that we can demonstrate compliance.

Consent is required for some electronic marketing and some research purposes.

#### (b) Legal bases for Processing Sensitive Personal Data, including Special Category Data

Special Category Personal Data is data revealing:

- I. racial or ethnic origin
- II. political opinions
- III. religious or philosophical beliefs,
- IV. trade union membership,

It also includes the processing of:

- V. genetic data
- VI. biometric data for the purpose of uniquely identifying a natural person,
- VII. data concerning health
- VIII. data concerning a natural person's sex life or sexual orientation

Personal data relating to criminal convictions and offences including the alleged commission of offences or proceedings for offences or alleged offences should be treated in the same way to special category data.

The processing of sensitive personal data by the Company must be based on one of the following (together with one of the legal bases for processing non-sensitive personal data as listed above):

- (a) the data subject has given explicit Consent (requiring a clear statement, not merely an action)
- (b) the processing is necessary for complying with employment law;
- (c) the processing is necessary to protect the vital interests of the data subject or another person where the data subject is physically or legally incapable of giving Consent;
- (d) the processing relates to personal data which are manifestly made public by the data subject;
- (e) the processing is necessary for the establishment, exercise or defence of legal claims;
- (f) the processing is necessary for reasons of substantial public interest (provided it is proportionate to the particular aim pursued and takes into account the privacy rights of the data subject)
- (g) the processing is necessary for the purposes of preventive or occupational medicine, etc. provided that it is subject to professional confidentiality
- (h) the processing is necessary for reasons of public interest in the area of public health, provided it is subject to professional confidentiality;
- (i) the processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes if it is subject to certain safeguards (i.e. pseudonymisation or anonymisation where possible, the research is not carried out for the purposes of making decisions about particular individuals (unless it is approved medical research) and it must not be likely to cause substantial damage/distress to an individual and is in the public interest).

Examples of sensitive personal data processed by the Company will include:

- (a) details of relevant unspent convictions for the purposes of assessing eligibility to enrol on the Company's academic programmes
- (b) details of relevant unspent convictions for the purposes of recruiting relevant staff
- (c) checks conducted by the Disclosure and Barring Service for the purposes of assessing eligibility of staff or students to engage in work with children and vulnerable adults, as permitted by legislation relating to the rehabilitation of offenders or for determining fitness to practise relevant professions
- (d) unspent convictions or allegations of sexual misconduct for staff disciplinary purposes
- (e) health data for the purposes for assessing eligibility to undertake relevant professional programmes, assessing fitness to study or to engage in Company activities or for assessing fitness to work/occupational health

- (f) details of disability for the purposes of assessing and implementing reasonable adjustments to the Company's policies, criteria or practices
- (g) details of racial/ethnic origin, sexual orientation, religion/belief for the purposes of equality monitoring.

Processing sensitive personal data represents a greater intrusion into individual privacy than when processing non-sensitive personal data. You must therefore take special care when processing sensitive personal data and ensure that you comply with the data protection principles (as set out in the main body of this policy) and with this policy, in particular in ensuring the security of the sensitive personal data.

## 2. Transparency (notifying data subjects)

Under the GDPR the Company is required to provide detailed, specific information to data subjects depending on whether the information was collected directly from data subjects or from elsewhere. That information must be provided through appropriate Privacy Notices which must be concise, transparent, intelligible, easily accessible, and in clear and plain language so that a data subject can easily understand what happens to their personal data.

Whenever we collect personal data directly from data subjects, for example for the recruitment and employment of staff and for the recruitment and enrolment of students, at the time of collection we must provide the data subject with all the prescribed information which includes:

- (a) Company's details
- (b) Contact details of DPO
- (c) Purposes of processing
- (d) Legal basis of processing
- (e) Where the legal basis is legitimate interest, identify the particular interests (e.g. marketing, fundraising)
- (f) Where the legal basis is Consent, the right to withdraw
- (g) Where statutory/contractual necessity, the consequences for the Data Subject of not providing the data of non-provision.

When personal data is collected indirectly (for example, from a third party or publically available source), you must also provide information about the categories of personal data and any information on the source. The data subject must be provided with all the information required by the GDPR as soon as possible after collecting/receiving the data. You must also check that the personal data was collected by the third party in accordance with the GDPR and on a basis which contemplates our proposed processing of that personal data.



## Appendix 2

### Principle 2 of GDPR - Purpose Limitation

Personal data must be collected only for specified, explicit and legitimate purposes. It must not be further processed in any manner incompatible with those purposes.

You cannot therefore use personal data for entirely new, different or incompatible purposes from those disclosed when it was first obtained unless you have informed the data subject of the new purposes. Where the further processing is not based on the data subject's Consent or on a lawful exemption from data-protection law requirements, you should assess whether a purpose is incompatible by taking into account factors such as:

- (a) the link between the original purpose/s for which the personal data was collected and the intended further processing
- (b) the context in which the personal data has been collected – in particular the Company-data subject relationship. You should ask yourself if the data subject would reasonably anticipate the further processing of his/her personal data
- (c) the nature of the personal data in particular whether it involves special categories of personal data (i.e. sensitive) or personal data relating to criminal offences/convictions
- (d) the consequences of the intended further processing for the data subjects
- (e) the existence of any appropriate safeguards e.g. encryption or pseudonymisation.

Provided that prescribed safeguards are implemented, further processing for scientific or historical research purposes or for statistical purposes will not be regarded as incompatible. Safeguards include ensuring data minimisation (e.g. pseudonymisation or anonymisation where possible), the research will not be carried out for the purposes of making decisions about particular individuals and it must not be likely to cause substantial damage/distress to an individual, unless it is approved medical research.

### Principle 3 of the GDPR – Data minimisation

Personal data must be adequate, relevant and limited to what is necessary in relation to the purposes for which it is processed. You should not therefore amass large volumes of personal data that are not relevant for the purposes for which they are intended to be processed. Conversely, personal data must be adequate to ensure that we can fulfil the purposes for which it was intended to be processed.

You may only process personal data when performing your job duties requires it and you should not process personal data for any reason unrelated to your job duties.

You must ensure that when personal data is no longer needed for specified purposes, it is deleted or anonymised in accordance with the Company's data retention policy and schedule.

### Principle 4 of the GDPR – Accuracy

Personal data must be accurate and, where necessary, kept up to date. You should ensure that personal data is recorded in the correct files.

Incomplete records can lead to inaccurate conclusions being drawn and in particular, where there is such a risk, you should ensure that relevant records are completed.

You must check the accuracy of any personal data at the point of collection and at regular intervals thereafter. You must take all reasonable steps to destroy or amend inaccurate records without delay and you should up-date out-of-date personal data where necessary (e.g. where it is not simply a pure historical record).

Where a data subject has required his/her personal data to be rectified or erased, you should inform recipients of that personal data that it has been erased/rectified, unless it is impossible or significantly onerous to do so.

#### Principle 5 of the GDPR – Storage limitation

You must not keep personal data in a form that allows data subjects to be identified for longer than needed for the legitimate educational/research or Company business purposes or other purposes for which the Company collected it. Those purposes include satisfying any legal, accounting or reporting requirements. Records of personal data can be kept for longer than necessary if anonymised.

You will take all reasonable steps to destroy or erase from the Company's systems all personal data that we no longer require in accordance with all relevant Company records retention schedules and policies. The Company has a document retention policy.

You will ensure that data subjects are informed of the period for which their personal data is stored or how that period is determined in any relevant Privacy Notice.

#### Principle 6 of the GDPR – Security, Integrity and Confidentiality

The Company is required to implement and maintain appropriate safeguards to protect personal data, taking into account in particular the risks to data subjects presented by unauthorised or unlawful processing or accidental loss, destruction of, or damage to their personal data. Safeguarding will include the use of encryption and pseudonymisation where appropriate. It also includes protecting the confidentiality (i.e. that only those who need to know and are authorised to use personal data have access to it), integrity and availability of the personal data. We will regularly evaluate and test the effectiveness of those safeguards to ensure security of our processing of personal data.

You are also responsible for protecting the personal data that you process in the course of your duties. You must therefore handle personal data in a way that guards against accidental loss or disclosure or other unintended or unlawful processing and in a way that maintains its confidentiality. You must exercise particular care in protecting sensitive personal data from loss and unauthorised access, use or disclosure.

You must comply with all procedures and technologies we put in place to maintain the security of all personal data from the point of collection to the point of destruction.

You may only transfer personal data to third-party service providers (i.e. data processors) who provide sufficient guarantees to implement appropriate technical and organisational measures to comply with Data Protection Law and who agree to act only on the Company's instructions. Data processors should therefore be appointed subject to the Company's standard contractual requirements for data processors.

## Appendix 3

### Glossary of Terms

**Automated Decision-Making** (ADM): when a decision is made which is based solely on automated processing (including profiling) which produces legal effects or significantly affects an individual. The GDPR prohibits Automated Decision-Making (unless certain conditions are met) but not automated processing.

**Profiling**: any form of automated processing of personal data consisting of the use of personal data to evaluate certain personal aspects relating to an individual, in particular to analyse or predict aspects concerning that individual's performance at work, economic situation, health, personal preferences, interests, reliability, behaviour, location or movements. Profiling is an example of automated processing.

**Consent**: agreement which must be freely given, specific, informed and be an unambiguous indication of the data subject's wishes by which they, by a statement or by a clear positive action, signifies agreement to the processing of personal data relating to them.

**Data Controller**: the person or organisation that determines when, why and how to process personal data. It is responsible for establishing practices and policies in accordance with the GDPR. The Company is the Data Controller of all personal data relating to it and used delivering education and training, conducting research and all other purposes connected with it including business purposes.

**Data Subject**: a living, identified or identifiable individual about whom we hold personal data.

**Data Protection impact assessment** (DPIA): tools and assessments used to identify and reduce risks of a data processing activity. DPIA can be carried out as part of Privacy by Design and should be conducted for all major system or business change programs involving the processing of personal data.

**Data Protection Officer** (DPO): the person appointed as such under the GDPR and in accordance with its requirements. A DPO is responsible for advising the Company (including its employees) on their obligations under Data Protection Law, for monitoring compliance with data protection law, as well as with the Company's policies, providing advice, cooperating with the ICO and acting as a point of contact with the ICO.

**Personal Data**: any information identifying a data subject or information relating to a data subject that we can identify (directly or indirectly) from that data alone or in combination with other identifiers we possess or can reasonably access. Personal data includes sensitive personal data and pseudonymised personal data but excludes anonymous data or data that has had the identity of an individual permanently removed. Personal data can be factual (for example, a name, email address, location or date of birth) or an opinion about that person's actions or behaviour.

**Personal Data Breach**: any breach of security resulting in the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or unauthorised access to, personal data, where that breach results in a risk to the data subject. It can be an act or omission.

**Privacy by Design and Default**: implementing appropriate technical and organisational measures in an effective manner to ensure compliance with the GDPR.

**Privacy Notices:** separate notices setting out information that may be provided to data subjects when the Company collects information about them. These notices may take the form of general privacy statements applicable to a specific group of individuals (for example, employee, student and donor privacy notices or the website privacy policy) or they may be stand-alone, one-time privacy statements covering processing related to a specific purpose.

**Processing or Process:** any activity that involves the use of personal data. It includes obtaining, recording or holding the data, or carrying out any operation or set of operations on the data including organising, amending, retrieving, using, disclosing, erasing or destroying it. Processing also includes transmitting or transferring Personal Data to third parties. In brief, it is anything that can be done to personal data from its creation to its destruction, including both creation and destruction.

**Pseudonymisation or Pseudonymised:** replacing information that directly or indirectly identifies an individual with one or more artificial identifiers or pseudonyms so that the person, to whom the data relates, cannot be identified without the use of additional information which is meant to be kept separately and secure.

Heaton House Nursery  
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BL16AE

# Working in Partnership with Agencies



The legal framework for this policy is based on:

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Scope All staff, students and parents

Responsibility Owner/Manager

Last Reviewed 11<sup>th</sup> June 2022

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We recognise the need for working closely with the full range of support services and external agencies when considering the needs of the children in our care.

Agencies are called upon when support is required for a specific need. We also work closely with agencies when information is requested to support a child, and effective sharing of information between all agencies involved is crucial to enable progress to be made.

As a setting we will request the permission of parents/carers when sharing or requesting information with any external agency unless this falls within

We work in partnership or in a tandem with, local and national agencies to promote the wellbeing of children

Procedures are in place for the sharing of information about children and families with other agencies. These are set out in the information sharing policy, safeguarding children's and child protection policy and the SEN policy

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

When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected

We follow protocols for working with agencies, for example on child protection

Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child/ren during their visit.

Where an external agency requests information from the setting, the identity of the individual calling and security questions must be requested before sharing any information regarding the child. In these circumstances we ask that the caller outlines:

- Their name
- The service they are calling from
- The reason behind the call

To allow for any data to be shared the setting must verify that the individual can provide:

- The child's full name
- The child's Date of Birth
- The child's current address

In some instances, the setting may choose to call the caller back to check that the telephone number is registered to the specific service.

# Confidentiality

The legal framework for this policy is based on:



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Scope All staff, students and parents

Responsibility Owner/Manager

Last Reviewed 11<sup>th</sup> October 2022

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

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

- Storing confidential records in a locked filing cabinet
- Ensuring that all staff, volunteers and students are aware that this information is confidential and only for use within the nursery
- Ensuring that parents have access to files and records of their own children but not to those of any other child
- Gaining parental permission for any information to be used other than for the above reasons
- Ensuring the staff, through their close relationship with both the children and their parents, learn more about the families using the nursery.
- Ensuring all staff are aware that this information is confidential and only for use within the nursery setting. If any of this information is requested for whatever reason, the parent's permission will always be sought
- Ensuring staff do not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs
- Ensuring staff, student and volunteer inductions include an awareness of the importance of confidentiality in the role of the key person. If staff breach any confidentiality provisions, this may result in disciplinary action, and in serious cases, dismissal. Students on placement in the nursery are advised of our confidentiality policy and required to respect it

- Ensuring staff, students and volunteers are aware of and follow our social networking policy in relation to confidentiality
- Ensuring issues concerning the employment of staff remains confidential to the people directly involved with making personnel decisions
- Ensuring any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a "need-to-know" basis. If, however, a child is considered at risk, our child protection policy will override confidentiality.

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



# Heaton House Nursery

## Policies and Procedures

I have read and understood the Policies and Procedures manual.

Signature: .....

Name: .....

Date: .....