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## **Accident and First Aid Policy**

An accident is defined as an occurrence, which causes injury, ill health or damage. In the event of an accident first aid will be given, where required emergency help will also be summoned.

### **A) Treating, reporting and recording**

When an accident occurs, the person dealing with the injured party is responsible for reporting and recording details of the accident fully. The accident report books are located in each nursery room with the first aid box, which are clearly marked.

First aid boxes are located in each playroom and stored on a high shelf, there is also one in the office. **There are clear signs on the outside of cupboards stating that the first aid box is kept there.** The first aid box that is used for outings is in the outing bag. Maintenance of the first aid box is to be carried out monthly by the Health and Safety manager.

First aid will be given by designated first aiders. First aiders will administer first aid in accordance to their training.

No medication or antiseptics will be administered to the patient unless prior written consent given by the child's parents, such as an EpiPen.

Where necessary an ambulance should be called immediately, and details of the accident should be given. Where applicable advice from the ambulance service should be sought and followed. **If there is a care plan, please have it ready to give to the paramedics on arrival.**

In the case of calling an ambulance, immediate attempts should be made to contact the child's parent or carer. If necessary, children whose parents or carers are not on the premises should be accompanied to the hospital by a member of staff.

Following an accident an accident report form should be fully completed. If further action or treatment of an injured child is recommended this must be stressed to the parent or carer. The report form should be read by the parent concerned and signed and a copy given to the parent for their records.

Significant knocks to the head will result in detailed observation of the child. Parents will be telephoned to inform of this, and details will be recorded on a head injury form. If no further action is required during the session, on collection parents will be informed of details of accident and required to sign head injury form. They will also be advised of the signs of concussion that they should remain vigilant for, and to seek medical advice (go to hospital) if these should occur. Heavy knocks to the head or those resulting in a loss of consciousness will warrant immediate attendance of an ambulance.

Accidents that result in hospitalisation must be notified to the OFSTED, and a RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) if it meets HSE (Health and Safety Executive) requirements.



Where an accident results in a spillage of blood, staff must follow good hygiene practises and ensure that they do not come into direct physical contact with the spillage.

**B) Accidents Involving Blood and Bodily Fluids including Vomit**

Accidents involving blood and bodily fluids carry the risk of some diseases. Therefore, if appropriate the patient should be removed from the room. If not appropriate to move the patient the other children should be moved away from the patient. The decision regarding the safety of moving a patient must be made by a trained first aider.

When dealing with an accident that involves blood or bodily fluids the following procedure should be followed:

1. Avoid getting blood or fluids on yourself or other people.
2. Put on disposable gloves and apron before you attend to the patient.
3. Mop up the spillage using disposable paper towels.
4. Wipe the surface with disinfectant solution.
5. Put all contaminated material into a hazard labelled plastic bag, put in a small amount of bleach, tie up the bag and put in a nappy bin.
6. Wash your hands

The patient should not re-enter the room until the bleeding is staunched and if the wound re opens then the patient should once again be immediately removed from the play area.

**C) RIDDOR: The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995.**

In the case of a notifiable disease, accident, or occurrence the incident contact centre at RIDDOR should be notified immediately or at earliest possible moment. This is a legal requirement and must be done within 1 week of the accident / incident.

The following must be reported:

- deaths
- major injuries
- accidents resulting in over 3 day injury
- diseases
- dangerous occurrences
- Summoning an ambulance to the centre
- gas incidents

Details of reportable accidents will be recorded on RIDDOR report forms online at [www.hse.gov.uk](http://www.hse.gov.uk)

HSE RIDDOR Support Phone: 0345 300 9923 (opening hours Monday to Friday 8.30 am to 5 pm)

A copy should also be placed in the accident or incident report file.

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## Admissions

We care for children between the ages of 3 months old until they are four years old and start primary school. The numbers and ages of children admitted to the nursery comply with the legal space requirements set out in the Early Years Foundation Stage (EYFS).

We take the following matters into account when prioritising and deciding on admissions:

1. Availability of places, taking into account the team members to child ratio, the age of the child and any registration requirements.
2. Children who have siblings who are already with us.
3. When the application was received (extra weight is given to those who have been on the waiting list the longest)
4. The nursery's ability to provide the facilities necessary for the welfare of the child, including appropriate staffing arrangements.
5. A child requiring a full-time place may have preference over one requiring a part time place. This is dependent upon work commitments, occupancy and room availability.
6. Any extenuating circumstances affecting the child's welfare or the welfare of his/her family.
7. Available for children who are funded only, either Together for Two or three year old funding.

We operate an inclusion and equality policy and ensure that all children have access to nursery places and services irrespective of their gender, race, disability, religion or belief or sexual orientation of parents.

Prior to a child attending the nursery, parents must complete and sign a contract and an admission form. These forms provide the nursery with personal details relating to the child. For example, name, date of birth, address, emergency contact details, parental responsibilities, dietary requirements, collection arrangements, fees and sessions, contact details for parent's, doctors contact details, health visitor contact details, allergies, parent's consents and vaccinations.

We provide government funded places for eligible 2 and 3 year olds. These places will be allocated on a first come first served basis and can be booked a term in advance. Please note for admissions for the free nursery education for 3 and 4 year olds, we have a termly intake, beginning the term following your child's third birthday.

All funded sessions are now in line with the flexible arrangements as specified by the Government. When you register your child for their funded places, we will discuss your needs and, as far as possible with availability and arrangements we will accommodate your wishes.

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## Adverse Weather

We have an adverse weather policy in place to ensure our nursery is prepared for all weather conditions that might affect the running of the nursery such as floods, snow and heat waves.

If any of these incidents impact on the ability of the nursery to open or operate, we will contact parents via phone and email.

We will not take children outdoors where we judge that weather conditions make it unsafe to do so.

### **Flood**

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

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

### **Snow or other severe weather**

If high snowfall, or another severe weather condition such as dense fog, is threatened during a nursery day then the Manager will take the decision as to whether to close the nursery. This decision will take into account the safety of the children, their parents and the team. In the event of a planned closure during the nursery day, we will contact all parents to arrange for collection of their child.

In the event of team shortages due to snow or other severe weather we will contact all available off duty team and/or agency team and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all avenues are explored and we feel the safety, health or welfare of the children is compromised then we will take the decision to close the nursery.

### **Heat wave**

Please refer to our sun care policy.

### **Team Leave for Adverse Weather**

Team who are unable to attend work will have to take a day of as annual leave if the nursery is open. In the event that the nursery is closed, team will not be forced to take annual leave.

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## **Behaviour Management**

### **Minis Behaviour Management Expectations**

We believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The nursery encourages and praises positive, caring and polite behaviour at all times and provides 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.

Through our key worker systems and positive relationships with each child we ensure that children can be supported individually with a tailored approach to support each child to flourish and meet their full potential.

Our enabling environments and daily routines provide a platform from which children can be confident in their space and become independent learners.

We work in partnership with parents to support a shared goal and ensure clear and transparent practice.

Where required children will be supported by the setting SENCO, see our Special Educational Needs and Disability Policy.

At Minis we provide a positive approach to managing behaviour in order to nurture self-esteem and respect. We will have simple boundaries for our children in order to promote acceptable behaviour and support self-control. By positively promoting good behaviour, ignoring unacceptable behaviour where possible, valuing co-operation and a caring attitude we believe that children will develop as responsible members of society.

### **Aim of our Behaviour Management Strategies**

- Encourage a calm, purposeful and happy atmosphere within Minis.
- Encourage increasing independence, self-discipline and tolerance so that children learn to accept responsibility for their own behaviour, make good choices and take their place in society.
- Empower children to succeed in their learning and develop a sense that learning can be fun and relevant, so that they value challenge and take risks.
- Ensure a consistent, positive approach to behaviour throughout the nursery.



- Create clear boundaries of acceptable behaviour and ensure safety.
- Develop high expectations of our children, so that they can take pride in themselves and develop a strong sense of self.
- Support children in being able to manage and understand their emotions, to think before they act, and develop empathy for others.
- promote positive social and emotional wellbeing, mental health, resilience and wellness for children, team and our families.

## **Minis Behaviour Management Tool Kit**

### **Consistent Resources:**

Each room will have a fixed visual timetable using the same black and white symbols as used by the area SENCO and local primary schools\*. This will have a 'Now and Next' board alongside it with Velcro to enable team to support children to understand the routine of the day and anticipate the upcoming event.

All team to wear a lanyard with the same black and white visual symbols and a red and green card to support behaviour expectations. Also, to include symbols such as toilet, wash hands, circle time to further support understanding of daily routine and behaviour expectations.

\*Pre-Vocabulary Teaching Prompts/PVT Prompts

Each room to display the room rules:

- Walking Feet
- Kind Hands
- Good Listening
- Indoor Voices
- Good Sharing
- Taking Turns
- Feet on the Floor

To have the circle time routine on an A4 board with Velcro and the routine of the session to share with the children at the start of circle time, to enable children to know what the session will comprise of and for each card to be removed as they happen to further support understanding events passing. Circle time symbols to include (as age appropriate):

- Welcome song
- Story
- Singing
- Letter/number of the week



- Birthdays
- Daily focus
- Goodbye song

Circle time packs will also include behaviour expectation cards to talk about at the start of each circle time:

- Good Listening
- Good sitting
- Good Looking
- Quiet lips
- A copy of the nursery rules to reinforce

Again, all circle time resources will use the consistent black and white pictures.

### **Age appropriate strategies**

At Minis we focus on praising the behaviour we want to see and rewarding this through high fives, thumbs up, showing the green card. In addition to these strategies we use the following:

Tots:

In the Tots room we use a traffic light system to encourage good behaviour, along with positive language and gestures, stickers and flash cards.

Toddlers:

In the Toddler room we use stickers and show the green card to reward good behaviour, along with positive language and gestures.

Tiddlers, Tinies and Teenies:

For our youngest children we use the green card to reward good behaviour, along with positive language and gestures. Implementing positive behaviour and good role modelling.

### **Role of the Adults**

Nursery team play a vital role in supporting the behaviour of the children, they are role models and must consider how their actions within the nursery impacts the children. Strategies for the team to ensure positive interactions with the children:

Model play throughout the day.

Praise positive behaviour using the Minis Tool Kit provided.

Use language to praise positive behaviour; 'good sharing', 'good listening'



Remind children positively about what you do not want them to do; 'walking feet indoors', 'kind hands', 'sand in the tray', do not focus on the negative, do not say 'don't hit' or call a child bad or naughty.

Model correct social interactions with the children to other children, for example waving hello, sharing toys, 'let's play'.

Model conflict resolving language for children, 'stop it I don't like it', 'help me', 'excuse me' 'No thank you'.

Encourage turn taking games, firstly with one child then with a small group, modelling turn taking language, 'now it is ... turn', 'next it is ... turn'. Use visual aids to help sharing, such as sand timers.

Use the outdoors to allow children to expel energy.

Create quiet areas for children to play away from the hub of nursery, alone or in small groups. Use these areas to enable children who may be overwhelmed time to relax and calm themselves.

Try to predict possible conflict, step in, support and model correct behaviour.

Distract children from possible conflict and divert their attention to refocus and overcome difficulties, reengaging them in another activity and learning space.

### **Supporting patterns of behaviours**

At all age's children can demonstrate patterns of behaviours, some of which may be unwanted and harm other children or themselves. Such patterns may include biting, hitting, attention seeking, swearing, throwing and bullying (see below)

Firstly, it is important that the key person feels confident that they know each of their key children and can therefore recognise changes in their behaviour and understand their level of development in order to put in place strategies to support the child.

If the change to behaviour is possibly linked to a safeguarding concern it must be reported to the designated safeguarding lead, see safeguarding policy.

When you notice a change to behaviour you must:

- Talk to the key person if it is not your key child.
- The key person should discuss with colleagues in the room to see if they have noticed the change.
- Observe the child to see if the behaviour is a one off or consistent.
- Talk to the parents about your concerns; sudden change may be linked to a change at home (e.g. child moved from cot to bed and not sleeping well)



- Complete an ABC observation to identify triggers for behaviour; if triggers are identified managing behaviour can be effectively planned.
- Share information gathered with the SENCO who can support in creating a Personal Learning Plan (PLP) to improve behaviour.
- If necessary, a risk assessment should be completed.
- The PLP and Risk Assessment must be shared with all team working with the child to ensure a consistent approach.
- The plan should also be shared with parents to enable them to have their input and use the techniques at home.

### **Bullying**

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. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately.

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

We encourage children 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.

Team will ensure that all children feel safe, happy and secure at Minis and will intervene when they think a child is being bullied, however mild or harmless it may seem.

### **Deciding if there is a problem**

If the above strategies fail to support the child to behave as desired talk to the SENCO in regard to the possibility of more targeted work and/or referral to outside agencies. Talk to the parents to seek their views on the situation, working in partnership with them at every stage. See SEND Policy.

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## **Complaints Procedure**

We welcome any suggestions from parents on how we can improve our services, give prompt and serious attention to any concerns that parents may have. Any concerns will be dealt with professionally and in a timely manner to ensure that any issues arising from them are handled effectively and to ensure the welfare of all children, enable ongoing cooperative partnership with parents and to continually improve the quality of the nursery.

### **Stage 1**

If any parent should have cause for concern 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 the rooms Lead Teacher.

### **Stage 2**

If the issue remains unresolved or parents feel they have received an unsatisfactory outcome, then they must present their concerns in writing as a formal complaint to the nursery manager. The manager will then investigate the complaint and report back to the parent within 5 working days. The manager will document the complaint fully and the actions taken in relation to it. As part of the investigation the parent will be invited to meet with the manager to discuss their concerns.  
(Most complaints are usually resolved informally at stage 1 or 2.)

### **Stage 3**

If the matter is still not resolved, the nursery will hold a formal meeting between the manager, childcare director, parent and the lead practitioner to ensure that it is dealt with comprehensively. The nursery will make a record of the meeting and document any actions.

### **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 at any time they have a concern, including at all stages of the complaint's procedure, and are given information on how to contact Ofsted. Contact details for Ofsted are displayed in the nursery entrance hall.

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 in a locked cabinet and will be only accessible by the parties involved. Ofsted inspectors will have access to this record at any time during visits to ensure actions have been met appropriately.

### **Contact details for Ofsted:**

Email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk) Telephone: 0300 123 1231  
By post: Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD



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## **Confidentiality and Data Protection**

We recognise that we hold sensitive/confidential information about children and their families and the staff we employ. This information is used to meet children's needs, for registers, invoices and emergency contacts. We store all records in a locked cabinet or on the office computer with files that are password protected in line with data protection regulations.

This policy will work alongside the Privacy Notice to ensure compliance under General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR)).

### **Legal requirements**

- We follow the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2017 and accompanying regulations about the information we must hold about registered children and their families and the staff working at the nursery
- We follow the requirements of the General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) and the Freedom of Information Act 2000 with regard to the storage of data and access to it.

### **Procedures**

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

- Storing confidential records in a locked cupboard or on the office computer with files that are password protected
- Ensuring staff, student and volunteer inductions include an awareness of the importance of confidentiality and that information about the child and family is not shared outside of the nursery other than with relevant professionals who need to know that information. It is not shared with friends and family, discussions on the bus or at the local bar. 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 that all staff, volunteers and students are aware that this information is confidential and only for use within the nursery and to support the child's best interests with parental permission
- Ensuring that parents have access to files and records of their own children but not to those of any other child, other than where relevant professionals such as the police or local authority children's social care team decide this is not in the child's best interest
- 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 other than in the circumstances above
- 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, students and volunteers are aware of and follow our social networking policy in relation to confidentiality





- Ensuring issues concerning the employment of staff remain 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 safeguarding 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.

**Areas that require confidentiality include:**

- All personnel team records including - contact details, employment contract and salary details, career history details, medical details.
- Parent/Carer personal details including - their financial situation, medical details, employment, any criminal record details etc.
- Personal child details including - medical details, any child protection information along with any other deemed sensitive information.

**General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) compliance**

In order to meet our requirements under GDPR we will also undertake the following:

- We will ensure our terms & conditions, privacy and consent notices are easily accessed/made available in accurate and easy to understand language
- We will use data only for the reasons detailed in the Privacy Notice. We will not share or use personal data for other purposes.
- Everyone in our nursery understands that people have the right to access their records or have their records amended or deleted (subject to other laws and regulations).

**Team and volunteer information**

All information and records relating to staff will be kept confidentially in a locked cupboard

Individual team may request to see their own personal file at any time. In line with GDPR guidelines such information will be provided without delay and at the latest within one month of a request. In exceptional circumstances, the company will provide such information within three months, in such case the team member will be informed of the delay and reason for it.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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### **Conflict resolution with parents or carers who may be challenging**

We believe that we have a strong partnership with our parents and an open-door policy to discuss any matters arising.

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

- Direct the parent away from the children and into a private area such as the office or the meeting room (where appropriate).
- Ensure that a second team member is in attendance, where possible, whilst continuing to ensure the safe supervision of the children.
- Act in a calm and professional way, asks the parent to calm down and make it clear that we do not tolerate aggressive or abusive language or behaviour.
- Once the parent calms down, the member of team will then listen to their concerns and respond appropriately.
- An incident form will be completed detailing the time, reason and action taken
- Management will provide, support and reassurance that team members may need following the experience and seek further support where necessary.
- Management will also signpost parents to further support where applicable.
- If the behaviour escalates, the police will be contacted.

In the case of repeated aggression from a parent the aggressor may be banned from the nursery and the family will be requested to make alternative arrangements for the child to be collected/dropped off. If the aggression continues the child's place may be revoked.

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## COSHH - Control of Substances Hazardous to Health

The Health and Safety Lead Person is responsible to ensure COSHH information sheets are obtained and shared with the appropriate team members.

The Health and Safety of people within the work place and ensuring a safe environment is everyone's responsibility.

### **Step by step COSHH:**

- 1) All chemical products used within the nursery are placed safely away after use, out of children's reach, in a locked cupboard or within the cleaning cupboard where the children have no access.
- 2) Products must be stored safely with the lids on or safety locks secure e.g. antibacterial spray.
- 3) Products or items that can be harmful to persons, require COSHH details alongside the manufacturers Safety Data Sheet.
- 4) All new products need to be assessed and COSHH details and Safety Data Sheet obtained from the supplier.
- 5) Team members need to ensure that they have read through the COSHH information provided and are aware of the safety instructions before starting to use a product.
- 6) Team members need to ensure that they are keeping themselves and others out of danger.
- 7) Team will need to wear Personal Protective Clothing (PPE) when in contact with any potential Health and Safety hazards. (White gloves and apron non-food areas, blue in food areas)
- 8) If an accident does occur in regard to a product, gather COSHH information and the products packaging. Follow the guidelines from the manufacturer in regard to the best course of action.
- 9) In the event of the requirement for medical attention take the COSHH information and packaging with you.

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## **Covid Policy 15<sup>th</sup> November 2021**

### **Policy statement**

As we continue to deal with Coronavirus, we need to ensure that we have a clear policy and risk assessment in place for the protection of our team, children, parents, and visitors.

This policy is put in place to protect and ensure that the team and families who are accessing the provision feel that we are doing everything we can to adhere to the current legislation set out for Early years settings. As a business we need to ensure robust infection control procedures are in place.

Minis childcare LTD will keep up to date with all advice and guidelines set by the following bodies:

- Health and Safety Executive (HSE)
- Public Health England (PHE)
- National Health Service (NHS)
- Department for Education (DFE)
- World Health Organisation (WHO)
- Greenwich Local Authority

As we continue to embrace life under the 'new normal', we have put in place a policy to outline our duty to protect our families, employees and visitors and how we can all work together to achieve the best outcome for all.

### **Main symptoms**

#### **The main symptoms of coronavirus are:**

- a high temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)
- a new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)
- a loss or change to your sense of smell or taste – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal

**Most people with coronavirus have at least 1 of these symptoms and with new variants there seems to be other symptoms, but we are going to remain to use the guidance we have as these continue to be what we are advised to look out for.**

### **Our duty of care**

We need to ensure that we are providing a Covid safe environment and share how we are doing this with you to reduce the risk as practicably possible.

We must deal quickly with any outbreak of COVID within the setting. As the rules changed on Monday 16<sup>th</sup> August, should an individual be this either a team member, child, or parent test positive for Covid only team who are not fully vaccinated need to isolate; fully vaccinated team are required to isolate if they are displaying any Covid symptoms. Children under the age of 18 no longer need to isolate unless they too show any symptoms. We will do our best to keep all rooms open if we have a Covid outbreak and this may mean that we use team from our other sites or Mini's bank team to cover and in the last instance use team from an agency. Team and families need to be aware of their responsibility in not bringing COVID into the setting due to irresponsible risk taking.

Any new information/guidance must be adhered to and it is our responsibility to keep abreast of updates/news from health organisations, governing bodies and our local authority.

Parents must be treated as partners and be kept informed of any changes the setting is making in relation to COVID-19 so they are able to work with us to tackle this challenging virus.

We must if the occasion arises again ensure that if we are able to offer spaces for keyworker and vulnerable families. If this is not possible due to site closures, we have made provision for these families at a hub setting.

### **Managing an Outbreak**

In the event of a Covid outbreak we would follow the guidance from the Greenwich Public Health Team and other relevant agencies, such as Public Health England.

### **Ongoing procedures for the protection of children, team, families, and visitors to Minis sites:**

#### **Maintaining social distancing during drop off and collections:**

Only one adult per child to attend for drop off or collection. Social distancing queue to be outside the nursery. Team will collect children from outside the nursery and bring them into their rooms.

**We will return to 6pm closing of the setting** but ensure that this does not affect the robust cleaning routine we have in place. Children will need to be collected by 6pm and parents need to be mindful of queuing at collection when planning to collect their child.

At Riverside the children will enter via separate entrances, Tots will use the main door, Toddlers the garden door.

At Lakeside the children in Tiddlers will enter via the door to their room, Tinies and Teenies will enter via the main door.

At Maritime the main door will be used for Tiddlers, Toddlers and Tinies; Tots will use the doors in their rooms.

Parents are not permitted to enter the nursery.

Although it is now not compulsory to wear face masks, we do ask that if you must come into close contact with our team members that you continue to wear a mask. We are also asking our team to continue to wear face mask when collecting children or passing them to parents at the door.

#### **Maintaining social distancing for visitors and enquiries:**

Visitors will also be asked to sign in and out of the building and scan the NHS Track and Trace QR code. Visitors will be required to sanitise their hands and wear a face mask. Visitors will be asked to contact us if they test positive for Covid with 48 hours of visiting the nursery.

We ask all visitors before they enter if they have any symptoms, been in contact with anyone with symptoms or have tested positive and if they are aware of the current guidelines.

Perspective families are permitted on site for show rounds one family at a time, preferably 1 adult. We will ensure that any visitor maintains a social distance from team and children, and we will reduce the amount of time the visitors are in the room. Information about the nursery will be given away from the children and team.

**Infection from items brought from home:**

For the youngest children's milk bottles and sippy cups can be kept on site and cleaned after each use. Water will be made available during meal and snack times, and we are reintroducing a water station in the rooms for the children. We will be using reusable cups that children place in a bucket once used to go straight to the wash.

Children's bags of clothes and nappies must remain on site and be topped up when required (for example if a parent knows their child has been changed, or via a request from the key person on iConnect).

Parents will need to provide a large pack of nappies and not bring in a few each day.

The buggy storage will be re-opening, however, to prevent team having to spend time re-organising and folding large prams and buggys spilling into the hallways causing a fire hazard, parents must provide a compact foldable buggy, such as an umbrella style or 'yoyo'. Parents with children under 1 year can bring in larger travel system prams which will need to be folded.

To ensure parents that need it can use the buggy store unessential items such as bikes, trikes and scooters will not be permitted to be left on site.

**Children and families returning from abroad:**

Families and team who are returning from abroad must follow the government guidelines for the destination they have returned from. Parents and team must inform us of where they have been so we can ensure we are following the most up to date guidelines.

Team or families should only travel to red countries in exceptional circumstances and are required to take annual leave to cover any period of quarantine.

**Reducing transmission rates within the nursery groups:**

We are no longer required to use 'bubbles' to reduce the transmission of Covid. This said we will where possible continue to have a set team in each room as this is important for the children to have that stability.

**New Children Settling in Sessions**

To support new children starting at the nursery parents will be invited into the setting for their first settle and can join their child within their given room and chat face to face with their key person to complete "All About Me" forms. Parents will need to wear a face mask and follow the guidance for visitors on site.

**Reduce transmission person to person:**

Team are required to complete a lateral flow Covid test twice a week and share the result with the nursery manager. Anyone who has a positive LFT test must go for a PCR test within 48 hours to have the result confirmed, isolation must take place until PCR test results are confirmed.

Anyone displaying symptoms must go home and have a PCR test within 48 hours. Parents will be contacted and asked to collect their child immediately and they must stay home until the PCR results are received and forwarded to the nursery.

**Track and trace any transmission:**

The nursery manager on duty must inform the local health protection team of a confirmed case and follow guidance for action required.

**Preventing the transmission of Covid from outside the setting:**

Sign to go on all doors stating: Do not enter the nursery if you, your child, or anyone within your household is displaying symptoms of COVID-19, detailing the symptoms.

Any child given Calpol or equivalent in the morning regardless of the reason will be refused entry.

Team will ask parents when dropping off if the child or a family member has had any COVID symptoms or if the child has had Calpol.

**Post immunisation fever in the context of the COVID-19 pandemic**

*A fever can occur after the administration of ANY vaccine. Patients usually present within 48 hours and the fever is short-lived, normally lasting less than 48 hours. In infants who do develop a fever after vaccination, this tends to peak around 6 hours after vaccination and nearly always resolves completely within 2 days. Unless there are clinical or epidemiological reasons to suspect COVID-19 infection, post-immunisation fever on its own, is not a reason for the vaccine recipient and their household contacts to start self-isolation and access COVID-19 testing. (PHE June 2021)*

**A person becoming unwell during the day with COVID-19 symptoms:**

If a team member is showing symptoms, they will be sent home immediately, unless they are not well enough. If they are severely unwell, they will be isolated from the rest of the team and children and advice from 111 sought, 999 will be called if the person requires it.

If a child shows signs of Covid they will be socially distanced from their peers immediately, team with the child will wear PPE. The child will be supported and cared for to ensure they feel comfortable and minimise discomfort, such as providing a drink to sooth a bad cough. Parents will be contacted and required to collect their child immediately. Team should limit close contact with the child during this time.

Children's symptoms will be monitored via temperature checks after first identifying a child has a temperature, and a cough chart to monitor if the cough is continuous.

**Reduce rates of transmission through use of equipment and toys:**

Toys to be sterilised in Milton in between uses or at the end of the day, soft toys and furnishings are machine washed periodically, minimum of one a month.

All hard surfaces to be disinfected and cleaned after each use and at least every day, including chairs, switches and handles etc.

Areas to be cleaned with hot soapy water and a disinfectant spray.

Cleaning cloths are renewed daily and colour coded for different areas of the nursery.

Gardens/garden equipment to be cleaned at least once a day.

There will be regular deep cleans quarterly.

**Reduce the rate of transmission though the use of outdoors and good ventilation:**

For groups with direct access to a garden the garden should be open for free-flow.



For groups without direct access, they will continue to take children on walks to the local green spaces. Children will be able to use the local play equipment, but hands must be washed on return to the nursery and wipes will also be used at the play areas.

Team members must ensure the space they choose enables them to socially distance themselves from any member of the public.

Wherever possible windows should be kept open for ventilation.

**Reduce the rate of transmission by good hand hygiene:**

The nursery will ensure children and team wash their hands throughout the day (for 20 seconds), including when arriving at nursery, before snacks and meals, after playing outside and before leaving to go home and before putting on any PPE.

Hand sanitiser will be provided throughout the nursery and in each entrance hall there will be a hand sanitising station.

Children to learn about good handwashing during circle/group times and learn the handwashing song which will be displayed in all children's bathrooms.

Children will be encouraged to cough and sneeze into the crook of their arm.

**Managing social distancing within adult work/break spaces and during family events:**

Parents will not be permitted to come on site to reduce the risk of infection, therefore all family events will be held outside.

**To reduce transmission through coughs and sneezes:**

Tissues to be widely available through the nursery, team, and children to use the 'catch it, kill it, bin it' procedure. Posters of 'catch it, kill it, bin it', to be displayed in every room. Used tissues to be placed in the bin immediately. If tissues are not to hand children and adults should use the crook of their elbow. Hands should be washed after coughing or sneezing.

Review date: January 2022



## **Minis Critical Incident**

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

- Flood
- Fire
- Burglary
- Abduction or threatened abduction of a child
- Bomb threat/terrorism attack
- Any other incident that may affect the care of the children in the nursery.

If any of these incidents impact on the ability of the nursery to operate, we will contact parents via \*phone/\*email/\*text message at the earliest opportunity, e.g. before the start of the nursery day.

### **Flood**

Please refer to Adverse Weather policy.

### **Fire**

Please refer to the fire safety policy.

### **Burglary**

The management of the nursery follow a lock up procedure which ensures all doors and windows are closed and locked before vacating the premises.

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

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

### **Abduction or threatened abduction of a child**

We have secure safety procedures in place to ensure children are safe whilst in our care, including safety from abduction. Team must be vigilant at all times and report any persons lingering on nursery property immediately. All doors and gates to the nursery are locked and cannot be accessed unless staff members allow individuals in. Parents are reminded on a regular basis not to allow anyone into the building whether they are known to them or not.

Children will only be released into the care of a designated adult. Parents must provide details and photos of adults who they consent to collect their child in



advance of their child starting nursery. Parent must inform the nursery if anyone other than the parent will be collecting.

Where possible the parent must introduce the team to the person who will be collecting their child, where this is not possible a full name will be taken, and ID requested on arrival. Furthermore, the family will provide a collection password. The child will only be released in the care of an unfamiliar adult when the team are satisfied that the parents' consent to their child being collected.

Parents are requested to inform the nursery of any potential custody battles or family concerns as soon as they arise, so the nursery is able to support the child. The nursery will not take sides in relation to any custody battle and will remain neutral for the child. If an absent parent arrives to collect their child, the nursery will not restrict access **unless** a court order is in place. Parents are requested to issue the nursery with a copy of these documents.

If a member of team witnesses an actual or potential abduction from nursery, we have the following procedures which are followed immediately:

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

### **Bomb threat/terrorism attack**

If a bomb threat is received at the nursery, the person taking the call will record all details given over the phone as soon as possible and raise the alarm and contact the police. The management will follow the fire evacuation procedure to ensure the safety of all on the premises and will provide as much detail to the emergency services as possible.

### **Other incidents**

All incidents will be managed by the manager and all team will co-operate with any emergency services on the scene. Any other incident that requires evacuation will follow the fire plan. Other incidents e.g. no water supply will be dealt with on an individual basis taking into account the effect on the safety, health and welfare of the children and staff in the nursery.

### **Evacuating the nursery to a safe place**

The nursery will work in partnership with the police in the event of terror attack and follow their guidance as to the best possible action to be to ensure the safety of the children.

It may be necessary to evacuate the nursery to a designated safe place. The safest place for the children is to be at nursery, when this is not the case, children will be evacuated in the first instance to the other site (Babyhub/2Plus) if this is not possible



the children will be evacuated to our designated safe place, the Greenwich Yacht Club.

If the children are evacuated from the nursery the following should be taken:

- Evacuation trolley
- Register of children in attendance
- Contact details of all parents
- WiFi enabled device, such as a Tablet, and a Phone (and chargers)
- Nappies and wipes
- Snacks and Water
- Blankets

Evacuation trolley will be kept on site at all times containing nappies, blankets, bottled water.

This policy was adopted:	Signed on behalf of the nursery:	Date for Review:
July 2020		July 2021

## Curriculum policy

### Introduction

The curriculum encompasses all the planned activities and opportunities that take place within Minis on a day to day basis, to ensure the children learn and develop. Our enabling environment provides choices for the children to make within their play to aid their learning and development. We ensure the children are progressing and their individual needs are met, whilst knowing that all children are unique and develop at different paces and in different ways.

We follow the Statutory Framework for the Early Years Foundation Stage, Department for Education, 2021

*The Early Years Foundation Stage (EYFS) sets the standards that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.*

*The EYFS seeks to provide:*

- *quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind;*
- *a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;*
- *partnership working between practitioners and with parents and/or carers;*
- *equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported*

*There are four guiding principles should shape practice in early years settings.*

- *every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;*
- *children learn to be strong and independent through **positive relationships**;*
- *children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers;*
- *importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)*

### Learning and Development: Aim

For all children to reach their full potential, learning and developing at their own rate.

At Minis, our practitioners plan activities according to the age and stage of the children, in line with their interests, the EYFS and Birth to Five Matters.

Babies' learn about the world around them through their senses, therefore we provide activities that are very sensory. During a baby's first couple of years there is a lot of physical growth and development, and so babies need lots of opportunities to learn and practice new skills. They also need lots of repetition.

Toddlers have experienced the above and are into everything!! We provide an extension of the above in a fun and exciting way, whilst at the same time preparing them for the next stage.

When children get to pre-school age, they also need a variety of activities and experiences to engage in. The routine of the day will be more structured, which will also help in preparing children for school. There will be activities that are table based as well as floor based.

The focus is primarily to ensure the children are happy and feel secure, as we recognise this is key to successful learning and development.

### **Principles into practice**

- We use the EYFS and Birth to Five Matters on a daily basis. Focusing on the PRIME and SPECIFIC areas to provide a balanced curriculum, using play as a vehicle for learning.
- Every child will have a baseline assessment within the first six weeks at nursery.
- Every three months each child will be observed across the curriculum, also known as formative assessment.
- Each child will have a summative assessment, Learning Story, completed twice a year.
- We consider the learning intentions for each activity, so our objective is clear
- We differentiate our planning to meet the needs of all children
- We promote equality of opportunity and inclusion
- We provide early intervention for children who require additional support
- We work in partnership with parents and carers
- We, based on observations, evaluations, and assessments, plan challenging activities to help children progress.
- We provide both child led and adult led activities for the children to engage with
- We have a key person approach to develop close supportive relationships and bonds between adults and children
- We plan for British Values and Cultural Capital through our routine, circle times, activities and within our day to day practice.
- We provide a safe learning environment
- The children go outside each morning and afternoon
- We ensure team are regularly observed and give feedback to ensure continuous learning and improvement in their practice. We also train the team at monthly team meetings, to ensure their continuous learning.

- All team are responsible for being part of planning for the children

### **Prime Areas**

- Personal, social and emotional development
- Physical development
- Communication and language development

### **Specific Areas**

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## **Minis Planning Cycle**

### **Short Term Planning**

Each room has a weekly planning sheet which is completed each day at the point of evaluation. The planning focuses on the learning intentions, the activities and opportunities provided to support the children to meet the intentions, focus children for key activities, adult and child led opportunities, planning for outside learning and daily circle times.

Minis expectation is for team to prioritise adult and child interactions and provide an enabling environment and have positive relationships, which are central to developing the child's wellbeing and learning, enabling the children to thrive, feels safe, valued and loved.

We use iConnect to assess and share with parents the children's learning and development. Using tablets in the rooms the team can take photos and observe using Birth to 5 Matters. Team will complete formative observations, Snapshots, for each of their key children across the curriculum every three months.

The manager will review the Snapshots and Moments to ensure high quality and continuity, which are then published for the parents to see and will form part of the child's Learning Story.

**Snapshots:** Observations or formative assessments are known as 'Snapshots' on iConnect. Snapshots are linked to Birth to 5 Matters Range indicators.

**Moments:** iConnect allows team to publish 'WOW' moments and special occasions through Moments, publishing pictures and special times to compliment Snapshots. These moments are not linked to Birth to 5 Matters Range indicators.

In each room team use a white board to record children's interests which supports the daily planning and ensures the children's interests are included in the environment and used to support progression.

Included on the white boards are indicators of which range of development each child is at within the Prime Areas at the time of their summative assessment.

**Daily Room meeting** are held to discuss matters arising, evaluate planning, children's news and planning focuses are shared.

**Fortnightly Room Meetings** are held to discuss matters such as room changes, practice feedback and plans for upcoming events and share other related news.

This ensures good communication amongst the team and meets the needs of all children.

### Children's Profiles

Each child has a Profile detailing their Learning Story. Each child's profile includes assessments, transition information, all about me forms and any information about children's learning such as reports from other health professionals. The Key Worker is responsible to ensure that their key children's profiles are kept up to date and provide a helpful tool in the planning for each child.

### Short Term Planning cycle



### Medium Term Planning

#### Baseline Learning Story

When a child starts the nursery a Baseline Learning Story is created to give an insight into the child's stage of development at the start of their nursery journey. Baseline Learning Stories are completed 6 weeks after starting at the nursery. This will be followed by ongoing formative observational assessment (Snapshots) and summative assessment (Learning Story) in November and June.

#### Summative Assessment: Learning Story

Twice a year we complete a Summative Assessment Learning Story, of the children's development to reflect on and review each child's learning journey at nursery and ensure we are



supporting every child to meet their full potential. Assessments take place in June and November, which are shared with parents during parents evening during July and December.

### **Two-Year-Old Check Learning Story**

These take place in either June, or November, whichever is closest to the child's 30<sup>th</sup> month. This report is then shared with parents during our parents evening. We ask that parents share with us the check completed by their Health Visitor and we request permission to share our report with the child's Health Visitor, to ensure partnership working in the best interests of the child. To further support partnership working within the local authority a Greenwich Two Year Check form will be used as a top sheet to summarise the assessment.

### **Transition Learning Story**

In line with our Supporting Transitions policy children will have a Transition Learning Story at key times of change, such as when changing rooms or moving to another setting.

### **Evaluation of Learning Stories**

The Leader of Learning evaluates the Learning Stories; looking at how groups of children are progressing, e.g. boys/girls, key groups, vulnerable children etc. A written report is then given to the room leads and nursery manager detailing the findings for each room. This also feeds into the Nursery Improvement Plan (NIP).

### **Long Term Planning**

The NIP identifies priorities and areas of improvement for the year ahead linked to the outcomes identified through the planning and assessment process. This is supported further by an annual team training plan.

Our celebration calendar details the special occasions and events, religious and cultural, that we will focus on for the coming year. This calendar has input from the parents, team and has consideration for the different cultures of the children attending.

Through our long term planning we ensure that British Values & Cultural Capital are interwoven into our provision throughout the year.

### **Meeting the needs of all children, PP, SEN&D, EAL, Gifted and Talented**

Minis is an inclusive setting supporting children from a diverse community, we value our diverse community and believe in equal opportunities for all. We are dedicated to meeting the needs of all children and our evaluation and monitoring of assessments ensures that all children, especially our most vulnerable are well supported. We have in place a Vulnerable Children register, which is updated termly, this includes details of children with SEN&D, children eligible for Pupil Premium, children supported by Early Help or Social Care, Looked After Children and Children who have EAL and the languages they speak. Through our assessment process we are able to identify children who may be gifted and talented. Through differentiation and where appropriate PLPs we can meet the need of all children.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<i>September 2021</i>		<i>September 2022</i>



## Document Retention Policy

Written documents must be retained for certain durations; after which time they should be destroyed in order to protect the confidentiality of individuals. How long documentation needs to be retained for will depend on the subject it relates to.

We work in line with the NDNA guidelines in regard to the retention of documentation. **A Practical Guide to Record Keeping and Retention Periods, NDNA (May 2017).**

This guidance should be confirmed as current prior to destruction.

### **Closing Down:**

In the unlikely event of the nursery closing the nursery will contact the Local Authority in relation to storing records and seek advice from the Data Protection and Freedom of Information website: [ico.org.uk](http://ico.org.uk).

### **Further information**

Data Protection Act (1998)

General Data Protection Regulation (Regulation (EU) 2016/679)

Limitation Act (1980)

Health and Safety Executive - Reporting injuries, diseases and dangerous occurrences in health and social care

Freedom of Information Act (2000)

This policy was adopted:	Signed on behalf of the nursery:	Date for Review:
July 2020		July 2021



## Dummies

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 their 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 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 the parents as part of the 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 part of their sleep routine.
- Store dummies in individual hygienic dummy boxes or small zip lock bags labelled with the child's name to prevent cross-contamination with the 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 team members will:**

- 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 in which the child can be weaned off their dummy through books and stories (where appropriate).

This policy was adopted:	Signed on behalf of the nursery:	Date for Review:
July 2020		July 2021





## **Equality and Inclusion**

We take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all team, children and families according to their individual needs. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief has no place within our nursery.

A commitment to implementing our inclusion and equality policy will form part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the Nursery Manager at the earliest opportunity. Appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, disciplinary action will be invoked under the nursery's disciplinary policy.

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

### **The nursery and staff are committed to:**

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment because of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation, pregnancy or maternity which cannot be justified as being necessary for the safe and effective performance of their work or training
- Providing a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the nursery's ability to provide the necessary standard of care.
- Making reasonable adjustments for children with special educational needs and disabilities.
- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families
- Providing a secure environment in which all our children can flourish, and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity
- Providing positive non-stereotypical information
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote, and value diversity and difference and that the policy is effective, and practices are non-discriminatory
- Making inclusion a thread, which runs through the entirety of the nursery, for example, by encouraging positive role models through the use of toys,



imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour

### **Admissions/service provision**

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

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

### **Recruitment**

The management will be committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.

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

### **Team**

We will not discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

Staff will follow the whistleblowing policy where applicable to report any discriminatory behaviours observed.

### **Training**

The nursery recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receive induction training including specific reference to the Equality and Inclusion policy. The nursery will strive towards the provision of inclusion, equality and diversity training for all staff on an annual basis.

### **Early learning framework**

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

### **We do this by:**

- Making children feel valued and good about themselves
- Ensuring that all children have equal access to early learning and play opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials



- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect and empathy
- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Ensuring that all early learning opportunities offered are inclusive of children with learning difficulties and/or disabilities and children from disadvantaged backgrounds
- Ensuring that children whose first language is not English have full access to early learning opportunities and are supported in their learning
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made
- Ensuring the medical, cultural and dietary needs of children are met
- Helping children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.

### **Information and meetings**

Information about the nursery, its activities and the children's development will be given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need.

Wherever possible, meetings will be arranged to give all families options to attend and contribute their ideas about the running of the nursery.

### **Dealing with discriminatory behaviour:**

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

### **Further information:**

#### **Definition and legal framework**

##### **Types of discrimination**

- **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic
- **Discrimination by association** occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic
- **Discrimination by perception** occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic
- **Indirect discrimination** can occur where a provision or criterion is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic
- **Harassment** is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's



dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'

- **Victimisation** occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act 2010 or have been suspected of doing so.

### Protected characteristics

The nine protected characteristics under the Equality Act 2010 are:

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

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

### Examples of discriminatory behaviour are:

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

### The legal framework for this policy is based on:

- Equality Act 2010
- Children Act 2004
- Care Standards Act 2002
- Childcare Act 2006
- Special Educational Needs and Disability Act 2001
- Children and Families Act 2014.

This policy was adopted:	Signed on behalf of the nursery:	Date for Review:
July 2020		July 2021





## **Fire Evacuation**

We ensure the nursery is a safe environment for children, parents, team and visitors through our Health and Safety policy and procedures.

The Manager and the Health and Safety Officer are the designated fire marshals and have overall responsibility for the fire drill and evacuation procedures and ensuring fire evacuation routes are clear of obstacles.

These are carried out and recorded every month. These drills will occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals.

The designated fire officers are responsible to ensure weekly checks on the fire safety equipment, alarms, emergency lighting and evacuation packs, see Critical Incident Policy.

### **Registration:**

An accurate record of all team and children present in the building must be kept at all times. Children's registers are completed on iConnect, parents sign their child in and out of the nursery as they arrive and leave. Team and visitors sign in to the building in the reception on paper registers and in the visitor book respectively. Team keep a paper register for the children for use in the event of power or internet failure.

These records must be taken in the event of an evacuation.

### **Fire Evacuation Procedure:**

On discovering a fire:

- Calmly raise the alarm by breaking the alarm glass on the nearest call point.
- Immediately evacuate the building under guidance from the Fire Marshall.
- Using the nearest accessible exit lead the children out and assemble at the assembly point location.
- Close all doors behind you wherever possible.
- Do not stop to collect personal belongings on evacuating the building.
- Do not attempt to go back in and fight the fire.
- Do not attempt to go back in if any children or adults are not accounted for.
- Wait for emergency services and report any unaccounted-for persons to the fire service / police.
- Non-walking babies will be evacuated in the evacuation cot.

### **If you are unable to evacuate safely:**

- Stay where you are safe, keep doors closed and put wet towels/material under the door and sit on the floor to reduce smoke inhalation.



- Keep the children calm and together.
- Where possible alert the Manager of your location and identity of children and adults who are with you.

#### **The Duty Manager Must:**

- Pick up the children's register, team register, mobile phone, keys, visitors' book and fire bag / evacuation pack.
- Once at the fire assembly point area check the children against the register.
- Account for all adults, team and visitors.
- Carry out a headcount.
- Telephone emergency services: dial 999 and ask for the fire service.
- Advise the fire service of anyone missing and possible locations and respond to any other questions they may have.

#### **Team Working in the Playrooms Must:**

- Team should always be aware of how many children they have in total within their rooms, checking that all registers are up to date.
- When the alarm sounds team should immediately gather all the children in a calm manner and evacuate the building.
- Take the children's register when evacuating
- Team must check the toilets and all areas of the room to ensure all children have been evacuated.
- Team and children must evacuate via the quickest and safest route as detailed on the evacuation maps in each room.
- Team must familiarise themselves with the different evacuation routes for each room.
- Team and children must assemble at the Designated Assembly Point.

#### **Designated Assembly Point:**

The designated assembly point is detailed in each room with the evacuation map. Team and visitors have a responsibility to familiarise themselves with this information.

In the event of a critical incident there may be evacuation to a designated safe place, see Critical Incident policy.

This policy was adopted:	Signed on behalf of the nursery:	Date for Review:
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### **Health and Safety: General Policy**

The aim of this policy 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 practices amongst staff and children
- Make arrangements for ensuring safety and the minimising 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 with safe entry and exit routes.
- 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.
- Maintain a safe working environment for pregnant team or for team who have recently given birth, including undertaking appropriate risk assessments.
- Maintain a safe environment for those with special educational needs and 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 response by the management.

We believe the risks in the nursery environment are 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 fire drills are carried out.
- Have the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order.
- Ensure that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors and 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.
- Ensure there are suitable hygienic changing facilities (see infection control policy).
- Prohibit smoking on the nursery premises.
- Prohibit any contractor from working on the premises without prior discussion with the Manager.



- Encourage children to manage risks safely and 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 that may relate to children's allergies.
- Follow the allergies and allergic reactions policy for children who have allergies.
- 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.
- Provide appropriately stocked first aid boxes and check their contents regularly.
- Ensure children are supervised at all times.
- Ensure no student or volunteer is left unsupervised at any time.
- Ensure a level 3 team member serves food and gives children with allergies or intolerances their food first

### **Responsibilities**

All employees have the responsibility to ensure the nursery meets health and safety regulation, and to take reasonable care of themselves and others. Neglect of health and safety regulations/duties will be regarded as a disciplinary matter. It is the responsibility of the Nursery Manager to ensure procedures are maintained.

Staff have a duty to report health and safety concerns immediately to the designated health and safety officer or manager.

### **Health and safety training**

Person responsible for monitoring staff training is the Manager.

Health and safety is covered in all inductions for new team.

The majority of the team, minimum one per room, must hold a full paediatric first aid qualification. There should be two team per nursery with a first aid at work qualification, normally the manager and one other. A first aid trained team member must attend every outing. Minis will ensure that any newly qualified team receive paediatric first aid training within three months.

### **Health and safety in the nursery environment**

- 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.
- These are reviewed at regular intervals and when arrangements change
- All outings away from the nursery (however short) will include a prior risk assessment – more details are included in our outings policy.
- All equipment, rooms and outdoor areas will be checked thoroughly by staff before children access them or the area. These checks will be recorded and initialled by the staff responsible. Unsafe areas will be made safe/removed by



this member of staff to promote the safety of children. If this cannot be achieved the manager will be notified immediately.

- The nursery will adhere to the Control of Substances Hazardous to Health Regulation (COSHH) to ensure all children, staff, parents and visitors are safe in relation to any chemicals we may use on the premises.
- All team members 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.
- We review accident and incident records to identify any patterns/hazardous areas.
- All health and safety matters are reviewed informally on an ongoing basis and formally every six months or when something changes. Team will receive these updates, as with all policy changes, as and when they happen.
- Team will ensure that the environments are free of tripping hazards and emergency exits are clear.

### **Health and safety in the office environment**

We take the welfare of our employees seriously and put safeguards in place to help protect the health and safety of all employees. This includes any staff who are required to undertake office duties as part of their role including those that may involve sitting at a computer.

We carry out risk assessments to assess any health and safety risks to employees carrying out office duties and provide appropriate equipment for their role.

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

- Sitting comfortably at the correct height with forearms parallel to the surface of the desktop and eyes level with the top of the screen.
- Maintaining a good posture.
- Changing position regularly.
- Using a good keyboard and mouse technique with wrists straight and not using excessive force.
- Making sure there are no reflections or glare on screens by carefully positioning them in relation to sources of light.
- Adjusting the screen controls to prevent eyestrain.
- Keeping the screen clean.
- Reporting to their manager any problems associated with use of the equipment.
- Planning work so that there are breaks away from the workstation.

### **Manual Handling**

We recognise that team need to carry out manual handling especially in relation to lifting children and equipment, see Manual Handling Policy.



**Legal framework**

- The requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS)
- The regulations of the Health & Safety at Work Act 1974 and any other relevant legislation such as Control of Substances Hazardous to Health Regulation (COSHH)
- Any guidance provided by Public Health England, the local health protection unit, the local authority environmental health department, fire authority or the Health and Safety Executive

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## **Healthy Hygienic Workplace**

We are committed to providing an environment which supports and encourages healthy children and team through staff training, health and safety awareness and supervisions.

We promote the good health of all children attending through maintaining high hygiene standards and reducing the chances of infection being spread.

### **Team**

#### **Dress code**

Team must follow our dress code at all times. Our uniform consists of Minis polo shirts, fleece and a coat to be worn with smart trousers, dark shoes or trainers. Small earrings / studs to be worn, other piercings and offensive tattoos to be covered.

Team must wear the appropriate Personal Protective Equipment (PPE), white gloves and apron, when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately.

Team must wear blue gloves, aprons and hair nets whilst handling food.

Fingernails should be well maintained, clean and short.

Team and visitors wear indoor footwear or shoe covers when entering rooms where children may be crawling or sitting on the floor, where applicable children and staff can wear specific indoor shoes or slippers whilst inside the rooms.

#### **Personal hygiene**

Staff must follow the personal hygiene code at all times and encourage children to adopt the same good personal hygiene code themselves.

All hands must be washed before handling food, after using the toilet or toileting children, after playing outside, wiping noses, messy play activities and after contact with animals.

### **Environment**

#### **Cleaning**

The nursery is committed to providing a safe, happy and healthy environment for children to play, grow and learn. Cleanliness is an essential element of this practice. The nursery will be cleaned daily and regular checks will be made to the bathrooms. These will be cleaned at least daily (more if necessary i.e. at lunch time). The nappy changing facility will be cleaned after every use and potties will be cleaned out after every use. Any mess caused throughout the day will be cleaned up as necessary to ensure that a hygienic environment is provided for the children in our care.

#### **Kitchen and Food Preparation Areas**

Staff are made aware of the basic food hygiene standards through appropriate training and this is reviewed every three years.





- Fridges to be cleaned out weekly
- Microwave to be cleaned after every use
- All cupboards to be cleaned out monthly
- Fridge and freezer temperatures must be recorded daily.
- All food to be covered at all times in and out of the fridge and dated to show when each product was opened
- Care must be taken to ensure that food is correctly stored in fridges
- When re-heating food, it should be over 70°C, checked with the probe thermometer and recorded, then cooled down before serving. Food prepared on the premises must be checked with the probe thermometer before serving
- Food served but not used immediately should be appropriately covered and placed in the fridge/freezer within 20 minutes. If this is not followed, food should be discarded immediately
- Zebedee's lunch must remain in the sealed heat boxes until service and the food temperature recorded. If the food is below 63°C team must contact Zebedee's for advice of how to handle to food.
- All opened packets to be dated when opened and placed in an airtight container e.g. baby food, raisins, cereal etc.
- Blended food should be placed in suitable airtight containers, named and dated
- Surfaces to be cleaned with anti-bacterial spray
- Only blue coloured kitchen cloths to be used in food areas. These must be replaced daily.
- Washing up sponges must be replaced each week.
- Tea towels are not to be used as they harbour germs. Disposable paper towels should be used to dry washing up.
- Children must NOT enter the kitchen.
- Doors/gates to the kitchen to be kept closed/locked at all times.
- All plugs to be pulled out of their sockets at the end of each day and switches switched off where practicable (with the exception of the fridge and freezer)

### **Nursery**

- Team must be aware of general hygiene in the nursery and ensure that high standards are kept at all times
- Regular toy washing rotas must be established in all rooms and recorded. Toys should be washed and sterilised.
- Floors should be cleaned during the day when necessary.
- Vacuum cleaner bags should be changed frequently
- Team are requested to use the appropriate coloured mop for the task or area (see chart) and mop heads should be washed in a separate wash at least weekly
- Face cloths should be washed on a hot wash after every use and not shared between children
- High chairs must be cleaned thoroughly after every use. Straps and reins must be washed weekly or as required
- Every child should have their own bed sheet and blanket which should be washed at the end of every week or whenever necessary and stored in a labelled bedding bag to prevent cross contamination.
- All surfaces should be kept clean and clutter free



- Children must always be reminded to wash their hands after using the bathroom and before meals. Staff should always encourage good hygiene standards, for example, not eating food that has fallen on the floor.
- Children should learn about good hygiene routines and why they need to wash their hands, wipe their noses and cover their mouths when coughing.
- Tissues should be readily available in all rooms to enable children to wipe their nose as needed.
- Twice yearly the nursery will be deep cleaned including carpets and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises
- The nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all times and increased during the winter months or when flu and cold germs are circulating.

### Team rooms

- It is the responsibility of every member of team to ensure that their team room is kept clean and tidy
- Fridges must be cleaned out weekly
- Microwave to be cleaned after every use
- Surfaces to be wiped down daily
- All implements used for lunch or break to be washed and tidied away.

### Infection Control

- Follow the sickness and illness policy when children are ill to prevent the spread of any infection in the nursery. Staff are also requested to stay at home if they are contagious.
- The nursery manager retains the right of refusal of all children, parents, staff and visitors who are deemed contagious and may impact on the welfare of the rest of the nursery
- Parents will be made aware of the need for these procedures in order for them to follow these guidelines whilst in the nursery

### Links to other Minis Policies

This policy links to other Minis policies which are used to ensure we meet EYFS requirements and provide a safe and secure environment for our children to thrive:

- Team Handbook
- Health and Safety General Policy
- Manual Handling
- Preparing Food and Mealtimes
- No Smoking Policy

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### **Late collection and non- collection of a child**

All parents need to collect their child from the nursery by 6pm, parents that collect late will be charged at the following rates:

1801-1815: £10

1816-1830: £20 and so on.

the Nursery Manager has the discretion to cancel a late charge in mitigating circumstances.

If a parent is running late to collect their child:

- Parents should call the nursery as soon as possible to advise of their situation
- The parent should ask a designated person to collect the child wherever possible.
- Parents should inform the nursery of the person's identity so the nursery can talk to the child if appropriate. This will help to reduce or eliminate any distress caused by this situation.
- Parents should agree a safety password with the nursery in advance to be used by anyone collecting a child who is not the parent (a designated adult).
- If the designated person is not known to the team, the parent must provide their full name and description. The designated person must know the individual child's safety password and present ID in order for the nursery to release the child into their care.

If a child has not been collected from the nursery:

The Manger will be informed that a child has not been collected

- The senior member of team on duty will check for any information regarding changes to normal routine, parents work patterns or general information. If there is no information recorded, the senior members of team will try and contact the parents on the telephone numbers provided for their mobile, home or work. If this fails, they will call the emergency contacts that are shown on the records.
- The Manager or team member in charge and one other member of team must stay behind with the child (if outside normal operating hours) During normal operating times, the nursery will plan to meet required team member's 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 report.
- In the event of no contact being made by 7pm the person in charge will ring the local authority children's social services emergency duty team.
- The nursery will inform appropriate agencies as required within 48 hours.
- The two members of team 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 the team members will distract, comfort and reassure the child during the process.

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## **Looked After Children**

We are committed to providing a welcoming and inclusive quality environment for all children and families.

### **Definition and legal framework**

The description 'looked after' is generally used to describe a child who is looked after by the local authority. This includes children who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care. Most looked after children will be cared for by foster carers with a small minority in children's homes, looked after by family members or even placed back within the family home.

The term 'looked after child' denotes a child's current legal status. The nursery never uses this term to categorise a child as standing out from others or refers to a child using acronyms such as LAC.

The legal framework for this policy is underpinned by or supported through:

- Childcare Act 2006
- Children Act (1989)
- Adoption & Children Act (2002)
- Children & Young Person Act (2002)
- Children and Families Act (2014).

### **Procedures**

Our nursery treats each child as an individual. We recognise that for young children to get the most out of educational opportunities they need to be settled appropriately with their carer. We will discuss with the child's carer, and social worker where applicable, the length of time the child has been with them before they start nursery to establish how secure the child feels and whether they are ready to be able to cope with further separation, a new environment and new expectations made upon them.

We are aware that there are a number of reasons why a child may go into care and these reasons may or may not include traumatic experiences or abuse. All our practitioners are committed to doing all they can to support all children to achieve their full potential. The nursery staff team are all trained to understand our safeguarding policy and procedures. Additional training to support children's individual needs will be planned for where appropriate. Practitioners are supported by management at all times and we have an open door policy if they need to discuss any sensitive issues regarding the child.

Where applicable, we contribute to any assessment about the child, such as those carried out under the Early Help Assessment (EHA) and Team around the Child (TAC) and to any multi-agency meetings, case conferences or strategy meetings in relation to the child's learning and development. The designated person for looked after children and/or the child's key person will attend meetings as appropriate.

### **Key Person Responsibility**

Each child is allocated a key person, a key person will be selected to ensure they have the knowledge and understanding required to meet possibly more complex needs,



as a minimum they will be qualified to level 3. The key person will support the child initially with transition and settling in and then continue to support and build up a relationship with the child, carers and any other agencies involved. Regular contact will be maintained with the carers throughout the child's time at the nursery and with the social worker or other professionals (where applicable).

The key person will carry out regular ongoing practice such as observations to build up a picture of the child's interests, and plan activities accordingly to support the child's stage of learning and development and interests. This information will be shared with carers and other professionals as appropriate as well as any concerns surrounding their developmental stages.

Where necessary we will develop a care plan with carers and professionals. This will include:

- The child's emotional needs and how they are to be met
- How any emotional issues and problems that affect behaviour are to be managed?
- The child's sense of self, culture, language/s and identity - how this is to be supported
- The child's need for sociability and friendship
- The child's interests and abilities and possible learning journey pathway
- How any special needs will be supported?

In addition, the care plan may 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 any other organisation or professionals 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 in the setting, when, where and what form the contact will take will be discussed and agreed
- Who may collect the child from nursery and who may receive information about the child.
- What written reporting is required
- Wherever possible, and where the plan is for the child to return to their home, the birth parent(s) should be involved in planning
- With the social worker's agreement, and as part of the plan, whether the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun days etc. alongside the foster carer.

Where applicable, we will complete a Personal Education Plan (PEP) for any children aged three to five in partnership with the social worker and/or care manager and carers. We will also attend all appropriate meetings and contribute to reviews.

The key person and designated 'looked after' person will work together to ensure any onward transition to school, or another nursery is handled sensitively to ensure that this is as smooth as possible and all necessary information is shared. The child's individual file, including observations, photographs and pieces of artwork and mark making will be passed on to the carer at this stage.

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### **Lost Child from Nursery**

We are committed to promoting children's safety and welfare. In the unlikely event of a child going missing within/from the nursery, we have the following procedure which 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 and follow police guidance. 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
- In the unlikely event that the child is not found the nursery will follow the local authority and police procedure
- 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
- 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
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

### **Lost child from outings procedure:**

- The designated person in charge will be informed immediately, and all team present will be informed. Some team will be deployed to start an immediate thorough search of the area, ensuring that all other children remained supervised, calm and supported throughout.
- The designated person in charge will then inform the nursery who will contact the child's parents giving details of what has happened. If the whole nursery is on an outing, all contact details will be taken on the trip by the person in charge.
- If appropriate, on-site security will also be informed and a description given.
- The designated person in charge will immediately inform the police.
- It will be the designated person in charge or the manager's responsibility to ensure that there are adequate team to care for the children to get them back



to the nursery safe, a member of team to meet the police and someone to continue the search (this may mean contacting bank/agency team)

- During this period, team will be continually searching for the missing child, whilst other team maintain the safety and wellbeing of the remaining children.
- Any incident must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings.

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## **Making Bottles**

We follow the guideline for preparing the formula milk for the children in accordance with guidelines from The Food Standards Agency and The Department of Health.

We ask the parents to help with this in the following way:

- Provide bottles for your child, enough to cover the number of feeds required within a day, bottles must be labelled with the child's name, using nail varnish to prevent washing off.
- If providing breastmilk, the milk must be provided in bottles each day with enough feeds for the day, clearly labelled with the child's name, which is stored in the fridge.
- Parents must bring in formula powder in new sealed containers, clearly labelled with their child's name.
- If using pre-made cartons they must be clearly labelled with the child's name.

Practitioners mark the date a box of formula milk is opened. This ensures that the practitioners are preparing the feeds correctly and in accordance with the guidelines set out on the packaging.

To prevent a baby from becoming ill, the formula milk is prepared fresh as and when required.

We follow the below routine to ensure the best practice when making up a child's bottle:

- The surface in which the bottle is to be prepared, must be cleaned thoroughly.
- Wash hands with soap and water and then dry.
- Adjust the Tommee Tippee Perfect Prep Machine to dispense the correct amount of water (measured in ounces).
- Add the appropriate amount of formula milk as detailed on the formula packaging.
- Place the bottle on the Tommee Tippee Perfect Prep Machine and press the button to dispense the boiling water.
- Shake the bottle for ten seconds, ensuring all powder is mixed in.
- Return to the Prefect Prep Machine and press button again.
- Wait until the machine has beeped and take the bottle away.
- Put the teat and the lid back onto the bottle and shake again for a further ten seconds.
- Bottle is now ready to be given to the child.
- Discard any feed that has not been used within two hours.



- We will not re-heat or serve pre-prepared formula milk that is brought in from home.

We recognise that parents may wish to provide pre-prepared milk in sealed cartons and breast milk in bottles from home, so when re-warming milk feeds for the babies, the practitioners will carry out the following guidelines:

- Transfer the milk to a sterile bottle.
- Re-warm using a bottle warmer or by placing in a container of hot water – in accordance with The Food Standards Agency and the Department for Health, microwaves should never be used for re-warming a feed.
- Shake the bottle to ensure the feed is heated evenly.
- Check the feeding temperature by shaking a few drops onto the inside of the wrist – it should be lukewarm, not hot. NB: when testing breastmilk wear a glove so not to put another person's bodily fluid directly on your skin.

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## **Manual Handling**

We recognise that team need to carry out manual handling especially in relation to lifting children and equipment. A variety of injuries may result from poor manual handling and staff must all be aware and adhere to the nursery's manual handling policy. We instruct all staff in correct handling techniques and expect them to follow these to minimise the risks of injury.

We know that lifting and carrying children is different to carrying static loads and therefore our manual handling training reflects this. All staff will receive training in manual handling within their first year of employment and will receive ongoing training as appropriate.

### **Preventing injuries**

As with other health and safety issues, we recognise that the most effective method of prevention is to remove or reduce the need to carry out hazardous manual handling. Wherever possible, we review the circumstances in which staff have to carry out manual handling and re-design the workplace so that items do not need to be moved from one area to another.

Where manual handling tasks cannot be avoided, we carry out a risk assessment by examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

Our manual handling assessment considers the following:

- The tasks to be carried out
- The load to be moved (including moving children)
- The environment in which handling takes place
- The capability of the individual involved in the manual handling.

We expect staff to use the following guidance when carrying out manual handling in order to reduce the risk of injury.

### **Planning and procedure**

- Think about the task to be performed and plan the lift
- Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there
- Never attempt manual handling unless you have read the correct techniques and understood how to use them
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury
- Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going
- Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads
- If more than one person is involved, plan the lift first and agree who will lead and give instructions
- Plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring
- Lighting should be adequate



- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers
- Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you
- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear
- Consider a resting point before moving a heavy load or carrying something any distance.

### **Carrying children**

- If the child is old enough, ask them to move to a position that is easy to pick up, and ask them to hold onto you as this will support you and the child when lifting
- Wherever possible, avoid carrying the child a long distance
- Where a child is young and is unable to hold onto you, ensure you support them fully within your arms
- Avoid carrying anything else when carrying a child. Make two journeys or ask a colleague to assist you
- If a child is struggling or fidgeting whilst you are carrying them, stop, place them back down and use reassuring words to calm the child before continuing

### **Position**

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

### **Lifting**

Always lift using the correct posture:

- Bend the knees slowly, keeping the back straight
- Tuck the chin in on the way down
- Lean slightly forward if necessary and get a good grip
- Keep the shoulders level, without twisting or turning from the hips
- Try to grip with the hands around the base of the load
- Bring the load to waist height, keeping the lift as smooth as possible.

### **Moving the child or load**

- Move the feet, keeping the child or load close to the body
- Proceed carefully, making sure that you can see where you are going
- Lower the child or load, reversing the procedure for lifting
- Avoid crushing fingers or toes as you put the child or load down
- If you are carrying a load, position and secure it after putting it down
- Make sure that the child or load is rested on a stable base and in the case of the child ensure their safety in this new position
- Report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

### **The task**

- Carry children or loads close to the body, lifting and carrying the load at arm's length increases the risk of injury



- Avoid awkward movements such as stooping, reaching or twisting
- Ensure that the task is well designed and that procedures are followed
- Try never to lift loads from the floor or to above shoulder height. Limit the distances for carrying
- Minimise repetitive actions by re-designing and rotating tasks
- Ensure that there are adequate rest periods and breaks between tasks
- Plan ahead – use teamwork where the load is too heavy for one person.

**The environment**

- Ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable
- Remove obstructions and ensure that the correct equipment is available.

**The individual**

- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.
- Where applicable and age/stage appropriate encourage children to use ladders up to the changing table for nappy changes rather than lifting. Where this is not appropriate always follow the lifting process
- Use cots with a drop downside and avoid bending to lift babies from their cot.

This policy was adopted:	Signed on behalf of the nursery:	Date for Review:
July 2020		July 2021



## **Medication and Illness Procedures**

At Minis your child's health and welfare is paramount. To enable us to promote good health and reduce the risk of cross infection we follow the policy below and Public Health England (PHE) authority guidelines at all times.

Should your child become unwell while at nursery for any reason we will inform you and if necessary, ask parents to collect their child.

Please remember that we have your child's best interest in mind at all times and will only ask parents to collect them when deemed necessary. It is therefore paramount that we receive your cooperation by ensuring your child is collected as soon as possible. While we appreciate it can sometimes be difficult to return from work it is vital that children that are unwell or pose a risk to other children and staff through cross contamination are collected without delay.

If a child requires medication, we will obtain information about the child's individual needs and will ensure this information is kept up to date.

### **Administering Prescribed Medication**

If a child requires prescribed medication during the nursery day, staff will administer the medication in line with the prescription guidelines and with prior parental consent. **Only medication that has been prescribed can be accepted for administration by the staff at Minis.** Minis will not accept prescription medication prescribed by a family member of the child (for example if the parent is a GP).

Children can develop an allergic reaction to medication at any time even if they have had medication previously. Short term medication (such as antibiotics) will only be administered **48 hours** after the first dose has been administered at home and the child is deemed well enough to return to the nursery. If staff feel that the child is still unwell when they return to nursery, we may request that your child is collected and kept at home until they are completely recovered.

All medication must be clearly marked with the dispensing chemist's label stating the child's name and date of birth, dosage, date the medicine was dispensed and expiry date of the medication. The medication needs to be in English, so team know what they are giving the child. **Medication that has been prescribed for another person or is out of date will not be administered.**

- All medication will be kept by staff in a secure place such as the First aid cupboard or in the fridge as required and out of reach of children.
- Parents must sign a consent form before any medication can be administered, stating the name of the medication, dosage to be given and the frequency of the dose.
- During the course of the medication forms will be kept in the rooms.
- When medication is administered the staff will sign the form which will be witnessed by another staff team member.





- Parents will then be requested to sign the form when collecting their child.
- Once the course of medication is complete the form will be filed in the child's file in the office.

### **Long-Term Medication**

During induction parents are asked if their child suffers from any medical conditions. This is recorded on the Registration Form and on Connect.

When children have longer term medical needs, it is important that sufficient information about the condition is made available to staff. It is essential that staff are aware of any possible side effects that medication may have on a child to enable us to meet the needs of each individual child. Such long-term medication includes asthma inhalers and EpiPen's. Some long-term medication may require daily administration and other during emergencies only.

If a child has long term medication a health care plan for the child will be completed 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 will be 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. Parents will receive a copy of the health care plan. The nursery manager and parents must sign the care plan.

As with short term medication, a record will be kept of any administration of medication, which will be signed by the team member giving the medication, the witness and the parent.

### **Refusing medication**

Staff will make all reasonable attempts to administer medication however in the unlikely event that a child refuses to take their medication, staff will inform parents on the same day. If the child becomes unwell then parents will be informed and will need to make alternative arrangements to administer the medication or take the child home as appropriate.

### **Temperatures of children and administration of Calpol**

Children who have been given Infant Paracetamol or Ibuprofen for a temperature should not attend nursery for 24hours after medication has been given and 24hours from when the temperature has subsided.

Calpol and other such medications can occasionally mask some symptoms of other serious conditions.



Minis does not routinely check children's temperatures, however if a child presents as unwell, or feels hot to touch we will check their temperature.

In the case of a raised temperature team will complete a temperature log form and check the child's temperature every 10 to 15 minutes.

If your child develops a temperature above **38C** whilst at Minis you will be called to advise you of this and asked if you would like us to monitor the temperature for 1 hour and attempt to naturally reduce the temperature by removing layers of clothing, etc.

If a child's temperature remains the same or increases we will call you again and seek permission for Calpol to be administered, in which case your child should be **collected within 1 hour where possible and remain at home for at least 24 hours after medication has been given and 24 hours from when the temperature has subsided.**

**If the child's temperature rises above 40C we will call you to collect your child immediately and consider calling 999 if we feel the child is at risk of febrile convulsions.**

On arrival back to nursery we may take your child's temperature to see if the temperature has reduced. If you prefer Calpol to be administered rather than wait for the hour, you will be asked to collect your child within 1 hour where possible.

### **Diarrhoea and Vomiting**

Should your child present diarrhoea whilst at nursery, you will be contacted after first bout of diarrhoea as a courtesy call and requested to collect the child after the 3<sup>rd</sup>.

If your child vomits and there is no reasonable explanation you will be contacted to collect your child immediately. The child must not return to nursery for 48 hours after the last episode of diarrhoea and/or vomiting, is back to full health and their stools have returned to normal without the aid of medication.

This will enable us to reduce the spread of infection throughout the nursery. If an outbreak of sickness and/or diarrhoea occurs in a room affecting multiple children/practitioners, children will be asked to go home after just one bout of diarrhoea. If a child has returned to nursery before the sickness/diarrhoea has ceased parents will be asked to return to collect their child.

We recognise that some children may have loose stools as a result of teething and in these circumstances, we may not expect parents to collect their child (at the discretion of the staff and managers) unless the child is distressed, displays any other symptoms or we have a breakout of sickness and diarrhoea at the nursery. We may administer teething powders/gels to sooth the teething for the child with prior written permission.

### **Procedures for children with allergies**



During induction parents are asked if their child suffers from any known allergies. This is recorded on the Registration Form and on Connect. A letter from the child's GP is required to confirm the allergy and management plan.

If a child has an allergy, a Medical Protocol form is completed to detail the following:

- The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts)
- The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
- What to do in case of allergic reactions, any medication used and how it is to be used (e.g. EpiPen).
- Control measures - such as how the child can be prevented from contact with the allergen.
- Review date.

This form is kept in the child's file and a copy kept in the rooms first aid cupboard, in the kitchen as well as detailed on the child's placemat if over two or on the allergy display in the room. Medication is stored in the office in the first aid cupboard in a box clearly labelled with the child's name. A child with severe allergies will sit next to an adult at mealtime to prevent cross contamination of food.

Training on the administration of childhood medicine is sought for the staff from local medical professionals to ensure staff know how to administer special medication in the event of an allergic reaction. Generally, no nuts or nut products are used within the nursery.

### **Further guidance**

Statutory Guidance to the Early Years Foundation stage

Minis Accident and first Aid Policy

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<i>July 2020</i>		<i>July 2021</i>



## Millennium Visits and Outings

Millennium Minis does not have a garden on its Baby Hub site and only a small garden at the Two Plus site. Therefore, it is imperative that every day, in all weathers, the children are taken out of the nursery into the local community for walks and to play in the surrounding parks and green areas. We plan daily walks every morning and afternoon.

We believe that planned outings and visits complement and enhance the learning opportunities inside the nursery environment and extend children's experiences. We always seek parents' permission for children to be included in such outings. This is a requirement of the EYFS.

### **Procedures**

Visits and outings are carefully planned using following guidelines, whatever the length or destination of the visit:

- A pre-visit checklist, full risk assessment and outings plan will always be carried out by a senior member of staff before the outing to assess the risks or hazards which may arise for the children, and identify steps to be taken to remove, minimise and manage those risks and hazards. We will endeavour to visit the venue prior to the visit. This will ensure that the chosen venue is appropriate for the age, stage and development of the children.
- Written permission will always be obtained from parents before taking children on trips.
- We provide appropriate staffing levels for outings dependent on an assessment of the safety and the individual needs of the children. This will be a minimum of the ratios as stated in the EYFS.
- Children under the age of two will either sit in a buggy or hold a hand, they will not hold onto the buggy.
- Children over two, or rising twos, will hold onto a walking snake. Staff will be deployed at the front, back and middle of the snake.
- At least one member of staff will hold a valid and current paediatric first aid certificate.
- A fully stocked first aid box will always be taken on all outings along with any special medication or equipment required.
- A completed trip register together with all children and staff attending will be completed and taken on every outing.
- Trips are planned to ensure only one group leave and arrive at the nursery at any one time.
- The nursery manager will do a head count as the children leave and return to nursery which is included on the outing risk assessment
- Parent and staff contact numbers will be taken on all outings beyond our daily walks to the local community.
- Regular headcounts will be carried out throughout the outing, for example when leaving the nursery, when arriving at the destination, when leaving the destination and once back at the nursery.
- All staff and children will be easily recognisable by other members of the group; team will wear the uniform and children high visibility vests/jackets.
- A fully charged mobile phone will be taken as a means of emergency contact



- In the event of an accident, staff will assess the situation. If required, the group will return to nursery immediately.
- In the event of a serious accident an ambulance will be called at the scene, as well as parents being contacted. One member of staff will accompany the child to the hospital, and the rest of the group will return to the nursery.
- The team will contact the nursery to request support from the management team in such an event.

### **Planning a trip beyond our local community**

The full risk assessment and outing plan will be displayed for parents to see before giving consent. This plan will include details of:

- The name of the designated person in charge - the outing leader
- The name of the place where the visit will take place
- The estimated time of departure and arrival
- The number of children, age range of children, the ratio of staff to children, children's individual needs and the group size
- The equipment needed for the trip, i.e. first aid kit, mobile phone, coats, pushchairs, rucksack, packed lunch etc.
- Staff contact numbers
- Method of transportation and travel arrangements (including the route)
- Financial arrangements
- Emergency procedures
- The name of the designated first aider and the first aid provision
- Links to the child's learning and development needs.

### **Use of vehicles for outings**

- Team shall inform parents in advance of any visits or outings involving the transportation of children away from the nursery
- The arrangements for transporting children will always be carefully planned and where necessary additional people will be recruited to ensure the safety of the children.
- When transport is required the nursery will firstly consider the use of public transport.
- When we use a minibus, we check that the driver is over 21 years of age and holds a Passenger Carrying Vehicle (PCV) driving licence. This entitles the driver to transport up to 16 passengers
- When hiring a vehicle, we ensure that there are three-point seat belts fitted.
- Children must have their own seat and not be sat on a lap.
- Ensure seat belts, child seats, booster seats and seat belt adaptor are used as appropriate.
- When children are being transported, we maintain ratios.

### **Lost children**

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

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## **Nappy Changing and Toilet Training**

We aim to support children's care and welfare on a daily basis in line with their individual needs. All children need contact with familiar consistent team to ensure they can grow confidently and feel self-assured. Wherever possible, each child's key person will change nappies and support toileting according to the child's individual needs and requirements. Nappies are changed at regular intervals during the day or as required if very wet or soiled. In the absence of the child's key person their buddy will take on the responsibility.

### **Nappy Changing Guidance**

During the first day at nursery the key worker will meet with the parents to discuss the nappy changing routine for the child as part of the All About Me meeting.

Each child will have a basket containing their nappies, cream and if required by the family alternative wipes or cotton wool. Minis provides wipes and nappy bags.

- The Nappy changing area must be clean and dry ready to change the child.
- Practitioner must wear personal protective clothing PPC which consists of white gloves and apron, which are changed for each child.
- When ready bring the child to the nappy changing area, talking to them about the fact they are due to have their nappy changed.
- Throughout the nappy change time remember this is a time for positive one to one interaction, talk to and sing to the child to make them feel comfortable and secure.
- Remove the soiled nappy.
- Clean the child from front to back, using different wipes to wipe the child's front and bottom.
- Check the child's clothes to ensure they are not wet or soiled, change if necessary.
- Put on the clean nappy.
- Dress the child, ensuring vest poppers are done up and the child is comfy.
- Clean the area, putting the soiled nappy in a nappy sack along with any wipes used and the used PPC, place in the nappy bin.
- Clean the mat with anti-bacterial spray and a disposable paper towel, place in the nappy bin.
- Record the nappy change on iConnect: ensuring you are logged in as yourself, the nappy is either wet, soiled or dry and comment made if required (such as 'sore bottom cream applied' or 'more nappies please')
- Publish the nappy to Parent Zone.



## **Toilet Training**

Generally, Minis will follow the parents lead on when they wish to start toilet training. If this is not forthcoming and team consider the child to be ready this can be discussed with parents. When team and parents are in agreement toilet training will commence.

Parents may choose to provide a potty for their child at nursery, and we welcome this. However, as Minis has small children's toilets children will generally learn straight on the toilet.

Parents will be asked to provide lots of spare clothes, including shoes and socks for their child.

The child's key person will lead on the training and the method will be chosen that best suits the child, this may be a reward chart, or just lots of praise.

We will keep a note of all children currently toilet training and their key person will ensure that they take the child to the toilet at regular intervals throughout the day, and remind them to go if they show signs of needing the toilet whilst playing.

When children have accidents they will be changed swiftly and accidents will be recorded on iConnect under nappies, with a note to explain it was in fact an accident.

During toilet training, children will be taught how to wipe their own self, and support will be given by the key person for as long as the child requires.

Throughout the process we will work in partnership with parents, providing advice and guidance as required and celebrating achievements together, thus providing a consistent approach to support the child.

## **Safeguarding Considerations**

- All team members undertaking the nappy changes have a suitable DBS check.
- Ensure team do not change a child alone; the bathroom and cubicle door must be open, another member of the team should be within sight or sound.
- All new team should be trained in the appropriate methods for changing a nappy.
- Ensure that no child is ever left unattended during nappy changing time.
- No student or volunteer will be permitted to change a child's nappy or be unsupervised whilst a child is visiting the toilet area.
- Ensure all team members have an up to date understanding of child protection, this includes identifying signs and symptoms of abuse and how to raise these concerns.





- Operate a whistleblowing policy to help team members raise any concerns relating to their colleagues or Manager and helping all team members develop confidence in raising concerns as they arise in order to safeguard the children in the nursery.
- Conduct working practice observations of all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by team members. This includes all intimate care routines.
- Following up procedures through supervision meetings to identify any areas for development or further training, as well as through observations from the management team.
- Conducting regular risk assessments of all aspects of nursery operations including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards to ensure the safety of all involved.
- If any parent or team member has concerns or questions about nappy changing procedures or individual routines, please see the Nursery Manager.

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## Parent Partnership

We believe that parents and team need to work together in a close partnership in order for children to receive the quality of care and early learning to meet their individual needs. We encourage and welcome parents as partners and support a two-way sharing of information that helps establish a trust and understanding. We are committed to supporting parents in an open and sensitive manner to be an integral part of the day to day running of the nursery.

### **We commit to:**

- Recognise and support parents as their child's first and most important educators and to welcome them into the life of the nursery.
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child.
- Welcome all parents into the nursery at any time.
- Welcome nursing mothers. The nursery will make available a private area, comfy chair and water whenever needed.
- Ensure that all parents are aware of the nursery's policies and procedures. A parent handbook is given out to parents in their welcome email.
- During a child's settling in sessions the child's key person will discuss and go through a checklist of information regarding the nurseries policies and procedures, known as "Information to Parents" and this is signed and dated by both the member of management team and the parent or parents.
- Maintain regular contact with parents to help build a secure and beneficial working relationship for their children.
- We have a parent notice board located in the entrance hall.
- We have an annual calendar of dates which we share with parents, including nursery closures and celebrations.
- Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities like community fun days, parent's evenings, learning together days and the PNA (Parent and Nursery Association)
- Inform parents about the range and type of activities and experiences provides for children, the daily routines of the setting, the types of food and drinks provided for children and events through monthly distributed newsletters, the nursery website and Parent Zone.
- Operate a key person system to enable parents to establish a close working relationship with a named practitioner and to support two-way information sharing about each child's individual needs both in nursery and at home. Parents are given the name of the key person of their child



and their role when the child starts. Alongside this, each child is provided a buddy who is their second key person in the absence of the key person.

- Inform parents on a regular basis about their child's progress and involve them in shared record keeping. Parent's evenings will be held termly. The nursery will consult with parents about the times of meeting to avoid excluding anyone.
- Actively encourage parents to contribute to children's learning through sharing observations, interests and experiences from home. This may be verbally, sharing photographs or in written form.
- Agree the best communication method with parents e.g. email, face to face, telephone and share information about the child's day for example, food eaten, activities and sleep times on Parent Zone.
- Consider and discuss all suggestions from parents concerning the care and early learning of their child.
- Provide opportunities for all parents to contribute their own skills knowledge and interests to the activities of the nursery through different events.
- Inform all parents of the systems for registering queries, compliments, complaints or suggestions and to check that these systems are understood by parents.
- Make sure all parents have access to the written complaints procedure.
- Share information about Early Years Foundation Stage, young children's learning in the nursery, how parents can further support learning at home and where they can access further information.
- Provide a written contract between the parents and the nursery regarding conditions of acceptance and arrangements for payments.
- Respect the families religious and cultural backgrounds and beliefs and accommodate any special requirements where ever possible and practical to do so.
- Inform the parent's how the nursery supports children with special educational needs and disabilities.
- Find out the needs and expectations of parent's. We will do this through regular feedback via questionnaires and the PNA. We will evaluate any responses and use these to improve practice.

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## **Parents and Team Under the Influence of Alcohol and/or Drugs**

The nursery's prime focus is the care and safety of the children it cares for. All procedures are written with this in mind.

If an adult arrives to collect a child, whether this is the parent / carer or another designated adult and they are deemed to be under the influence of alcohol or drugs, the Nursery Manager will assess whether the child's safety and welfare will be impacted if released into this person's care.

The decision will be discussed with the adult and where required an additional named adult will be contacted to collect the child or this will be referred to the duty social care worker if this is not possible. During this time, the child will be cared for by another team member so they are able to remain calm and engaged in play.

Where an adult is deemed unsuitable to drive due to suspected alcohol or drugs consumption, and may endanger themselves and others if they do, the nursery will intervene and endeavour to prevent this individual from getting back into the vehicle. The nursery reserves the right to also report such matters to the police and, in the case of any employees, reserves the right to take disciplinary action as may be appropriate.

If a child is thought to be at risk, we will follow our Safeguarding procedures.

If a team member arrives at work and is under the influence of drugs or alcohol they will be sent home. In such case the disciplinary procedure will be followed.

Team have an obligation to inform the nursery manager if they are on medication that may affect their ability to perform their duties. In such case a risk assessment will be made and reasonable adjustments made.

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## **Preparing Food and Meal Times**

We ensure that every child is provided with plenty of healthy nutritional food. We believe that it helps support and encourage children's overall learning and development.

Throughout the day, children are provided with breakfast, two snacks, one in the morning and one in the afternoon, a cooked meal at lunch time and a light meal at tea time.

Before preparing babies and children's food all team must have washed their hands thoroughly (see guidelines within the nursery) have their hair tied back and wear a blue hairnet, blue gloves and blue apron. If a member of team is feeling unwell, they must inform the Management team as soon as possible as they will not be able to prepare food as this will cross-contaminate the food.

If a team member has a cut, an open wound or any sores, they will need to make sure that these are covered with a blue plaster which are found within the First Aid box.

Throughout the setting there are wash basins with soap dispensers and paper towels for the team and children to wash their hands efficiently before and after dealing with food. We also ensure the team encourage and support the children to wash their hands before and after meal times, after going to the toilet or after participating in messy activities or outdoor play.

We provide flannels for the youngest children (under 2s) to use, which are washed after every use.

Team are provided with different utensils and oven gloves to make sure all hot food is dished out safely.

Different coloured chopping boards are provided to prevent cross-contamination between different types of food (see colour code provided within the nursery)

Lunch time food is provided by a company called "Zebedees" at around 11:30 am. The lunch time assistant takes the temperature of the food using a temperature probe. Hot food needs to be higher than 63 Degrees Celsius informing us that it is safe to provide to the children. The temperature probe is to be cleaned using an individual wipe and can be checked to see if it is working by placing it in fridge cold water. The temperature is then recorded on the chart provided by Zebedees including the time, date, ingredients and staff initials.

Zebedees have informed us that they always keep evidence of the food provided daily, this is in case of it having to be tested.

Tea is prepared on site, cold tea such as sandwiches are stored in the fridge. Hot tea such as soup will have its temperature checked as above and should be above 70 Degree Celsius and is recorded in the Safer Food Better Business file. Tea is made fresh on the day and leftovers are disposed of.



Children who have different dietary needs, for example allergies or vegetarian, are provided with a different meal depending on the ingredients. These are then stored separately. Individual children's daily meals are recorded on Connect. This also ensures we are keeping a record of what the children like and dislike.

Breakfast, snack and tea are prepared by the team on site.

All food should be served by a level three qualified team member who knows the children based in the room. Children with dietary requirements should be served their food first.

### **Nutrition and mealtimes:**

Mealtimes should be a happy, social occasion for children and team alike. Positive interactions should be shared at these times and enjoyed. We are 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 breakfast, midday meal, tea and two daily snacks are provided for the children attending a full day at the nursery.

The menus are planned in advance and reflect our cultural diversity. These will be displayed for children and parents to view.

We provide nutritious food at all snack and meal times, avoiding large quantities of fat, sugar, salt and artificial additives, preservatives and colourings.

Menus will include fresh fruit and vegetables every day.

Fresh drinking water will be constantly available and frequently offered to children and babies. Milk is offered at snack time or in line with the child's feeding routine.

Individual dietary requirements will be respected. We will gather information from parents regarding their children's dietary needs including any allergies. Where appropriate we will carry out a risk assessment in the case of allergies and work alongside the parents to put into place an individual dietary plan for their child.

Children will have placemats detailing their dietary requirements, which include their photo. These will be removed when the food is served for hygiene reasons.

Team will show sensitivity in providing for children's diets and allergies. They would not use a child's diet or allergy as a label for the child, or make a child feel singled out because of his/her diet or allergy.

At the Lakeside our under two-year-old nursery, if parents wish to bring in their own food for children, they are only allowed to do so in consultation with management. All food must include a list of ingredients, be provided in tightly sealed containers with heating instructions included, taking into account that we can only warm food in a



microwave. The food will then be warmed at the appropriate times, following instructions from parents and the temperature will be recorded.

Team will set a good example and eat with the children and show good table manners. Meal and snack times will be organised so that they are social occasions in which children and team participate in small groups. During meal and snack times, children will be encouraged to use their manners and say please and thank you and conversation will be encouraged.

Team will use meal and snack times to help children to develop independence through making choices and feeding themselves. Team will support children to make healthy choices and understand the need for healthy eating.

Children will be encouraged to serve themselves at meal times when developmentally ready.

We provide food from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones. Cultural difference in eating habits will be respected.

Any child who shows signs of distress at being faced with a meal he/she does not like, will have their food removed without any fuss. If a child does not finish their first course, they will still be given a small helping of dessert. Children not on special diets will be encouraged to eat a small piece of everything.

Children who refuse to eat at the meal time will be offered food later in the day.

Children will be given time to eat at their own pace and not rushed.

Quantities offered will take account of the ages of the children being catered for.

We will promote positive attitudes to healthy eating through play opportunities and discussions.

No child is ever left alone when eating / drinking to ensure that there is no risk of choking.

If parents wish to bring in a birthday cake or other foods, for example, relating to a festival or celebrations, it must be in the original packaging or must list all ingredients. This is so team can account for individual dietary needs and allergies. It will then be sent home with each child.

This policy was adopted:	Signed on behalf of the nursery:	Date for Review:
July 2020		July 2021







## Prevent Duty

### **Policy Statement**

From 1<sup>st</sup> July 2015 all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as 'childcare providers') are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

### **Radicalism**

Radicalism refers to the process by which a person comes to support terrorism and forms of extremism. Protecting children from the risk of radicalisation is seen as part of Minis wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

### **Extremism**

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, British Armed Forces, individual liberty and mutual respect and tolerance of different faiths and beliefs.

### **Practice and Procedure**

At the Minis it is essential that team are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of Minis wider safeguarding duties. As detailed in our Safeguarding Policy.

We can also build our children's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

All team are instructed to challenge extremist and radical views and report concerns to the designated safeguarding lead.

### **Identifying children at risk**

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

As with managing other safeguarding risks, team should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Team should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel program (see appendix one for further information on Channel)



## Procedure for reporting concerns

If a team member has a concern about a particular child they should follow the nurseries normal safeguarding procedures.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice. Also, they can advise if this would be a case for Channel; the Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly.

## Appendix one

### Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools and early years' settings to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>

### Contact details

Greenwich Safeguarding Children Board,  
First floor, The Woolwich Centre,  
35 Wellington Street,  
Woolwich SE18 6HQ.  
Phone: 020 8921 4477.  
Fax: 020 8921 4448.

Email: [safeguardingboard@royalgreenwich.gov.uk](mailto:safeguardingboard@royalgreenwich.gov.uk)

This policy is prepared using the following publications:

DFE "The Prevent duty. Departmental advice for schools and childcare providers. June 2015" DFE "Keeping children safe in schools July 2015" HM Gov. channel Guidance- Preventing vulnerable people from being drawn into terrorism. 2015

This policy was adopted:	Signed on behalf of the nursery:	Date for Review:
July 2020		July 2021



## Promoting British Values

At Minis, we actively promote British Values through 4 key areas:

**Democracy:** Everyone has a voice and is listened to; children's learning journeys include their own comments and views. We actively consult children regarding activities, giving them a chance to decide what they would like to set out and what they would like to take part in.

**Rule of Law:** Children are taught right from wrong including themes based around "people who help us" including the team.

**Individual Liberty:** Freedom for all. As part of the focus on self-confidence and self-awareness and people & communities as cited on Personal, Social and Emotional development and Understanding the World, children see their role in the bigger picture. Encouraging them to know their views count, to value and respect other views and values and to talk about the way they are feeling.

**Mutual respect and tolerance of those with different faiths and beliefs:** Ensuring the children have a right to say "no" and are respected for their choices, including world religions and festivals in our planning so children learn about the world around them.

### **Policy into Practice**

Within Minis we have posters, books and resources that reflect the different cultures, religions, blended families, disabilities and equality of opportunity.

We have an annual calendar of celebrations which we plan each year and ensure that reflects the children at Minis and the wider community.

We encourage children to learn that it is possible to live together peacefully, each of them a valuable part of our multicultural world.

We work alongside our parents, informing them of the activities that we have planned during the day and how they support the teaching of British Values. The parents are also able to provide us with ideas if they wish, which will also be included on the planning and how they are able to extend ideas at home.

When activities are planned by practitioners, they are mindful of children's age and stages of development.

### **The following are embedded into all day to day curriculums:**

- Teaching children to be kind, helpful and respectful of others.
- We celebrate festivals and special days from the world around us.
- Children learn about compromise.
- Children learn about similarities and differences in the world around us.
- Children are given opportunities to work together towards a common goal.
- Encouraging children to listen to each other and respect others views and opinions.
- Our families are encouraged to be part of their local community.



**At Minis we do not tolerate:**

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

This policy works along with the Minis Prevent Duty Policy

This policy was adopted:	Signed on behalf of the nursery:	Date for Review:
July 2020		July 2021



## **Risk Assessments**

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

All staff are responsible for ensuring safeguarding and should always be aware of potential hazards in the nursery environment and monitor safety.

### **Risk assessments**

Risk assessments document the hazard, who could be harmed, existing controls, the seriousness of the risk/injury, any further action needed to control the risk, who is responsible for what action, when/how often will the action be undertaken, and how will this be monitored and checked and by whom.

The nursery carries out written building and equipment risk assessments at least annually. These are regularly reviewed and cover potential risks to children, staff and visitors at the nursery. When circumstances change in the nursery, e.g. a significant piece of equipment is introduced; we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

The nursery carries out daily risk assessment checks lists to ensure each play space, toilet and equipment is safe and fit for purpose.

All staff are trained in the risk assessment process to ensure understanding and compliance.

All outings away from the nursery are individually risk assessed. For more details, refer to the visits and outings policy.

### **When risks are identified:**

Equipment be removed until fixed if possible or disposed of if no longer safe.

Maintenance will be carried out urgently to ensure the environments are safe.

If more serious risks are identified the management team will meet to review the risk and out in place an action plan to improve the risk immediately. In extreme circumstances this may include closing all or part of a room or closing the nursery all together until it is safe to operate.

### **Hints and tips**

Please refer to the Health and Safety Executive's 'Five Steps to Risk Assessment' located in the Health and Safety file in the main office. For further support with the risk assessment process The Five Steps to Risk Assessment publication and risk assessment templates can be downloaded from the Health and Safety Executive's website at [www.hse.gov.uk](http://www.hse.gov.uk)



## **Electrical equipment**

All electrical cables are kept out of the reach of children wherever possible and shielded by furniture where they need to be at floor level, team are mindful of hanging wires and ensure they are tied up or removed.

Electrical sockets are all risk assessed and any appropriate safety measures are in place to ensure the safety of the children (socket covers are not used).

All electrical appliances are subject to annual PAT testing.

Minis keeps a log of all electrical appliances which is reviewed annually.

## **Dangerous substances**

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

## **Hot drinks and food**

Hot drinks must not be consumed in the playrooms. No canned drinks, sweets or crisps are to be kept or consumed in the playrooms.

## **Transport and outings**

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

## **Room temperatures**

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

## **Water supplies**

A fresh drinking supply is available and accessible to all children, staff and visitors.

All hot water taps accessible to children are thermostatically controlled to ensure that the temperature of the water does not exceed 40°C.

## **Gas appliances**

All gas appliances are checked annually by a registered Gas Safety Register engineer.

Carbon monoxide detectors are fitted.



**This policy should be read in conjunction with the following policies:**

- Accident and First Aid
- Behaviour Management
- COSHH
- Critical Incident
- Health and Safety General
- Health Hygienic Workplace
- Manual Handling
- Sleep
- Visits and Outings

This policy was adopted:	Signed on behalf of the nursery:	Date for Review:
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## **Safeguarding and Child Protection**

We 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, helped to thrive and to be safe from any abuse in whatever form. As part of our nursery ethos we aim to provide a happy, secure environment where children, parents, carers, and staff feel safe, welcomed and valued.

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 policy, therefore this document should be used in conjunction with the nursery's other policies and procedures.

Every team member at Minis has a duty of care in relation to health, development, safety and welfare of all children and vulnerable adults. We recognise that the community of the children and families to whom we provide a service is diverse in culture, racial background, religion and social class. Whilst individual family differences will be respected, they will not be viewed as a valid explanation for clear harm to any child or adult. Our overall responsibility is towards the child as laid down in the 'Keeping Children Safe in Education' guidance, although we will always work closely in partnership with parents wherever possible.

### **To safeguard children and promote their welfare we will**

- Create an environment to encourage children to develop a positive self-image
- Provide positive role models
- 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
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need
- Share information with other agencies as appropriate.

Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for children's social care, health professionals or the police. All staff will work with other agencies including as part of a multi-agency team, where needed, in the best interests of the child.

### **Safeguarding and promoting the welfare of children, in relation to 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
- Taking action to enable all children to have the best outcomes.



## **The nursery aims to**

- Keep the child at the centre of all we do
- Ensure staff are trained to understand the safeguarding policy and procedures, are alert to identify possible 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 through bullying or discriminatory behaviour
- Ensure that all staff feel confident and supported to act in the best interest of the child, share information and seek the help that the child may need
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures
- Make any referrals in a timely way, sharing relevant information as necessary in line with procedures set out by the Local Safeguarding Children Board
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest
- Ensure that children are never placed at risk while in the charge of nursery staff
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children, or living or working on the nursery premises including reporting such allegations to Ofsted and other relevant authorities
- Ensure parents are fully aware of Safeguarding policies and procedures when they register with the nursery and are kept informed of all updates when they occur
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by the Local Safeguarding Children Board.

## **Designated Safeguarding Lead and Essential Contacts:**

### **Minis:**

**Millennium Minis Designated Safeguarding Lead:** Ann Briley, Nursery Manager

**Maritime Minis Designated Safeguarding Lead:** Tina Dellis, Nursery Manager

**Minis Designated Safeguarding Deputy:** Julie Coackley, Childcare Director

### **Local Authority:**

**Greenwich Multiagency Safeguarding Hub (MASH):** 020 8921 3172

**Social Care and Safeguarding Emergency Duty Team:** 020 8854 8888

**Designated Officer (DO aka LADO) Manager:** Winsome Collins; 020 8921 393

childrens-Lado@royalgreenwich.gov.uk childrens-Lado@royalgreenwich.gov.uk.cjism.net

**NSPCC whistleblowing helpline:** 0800 028 0285

### **Local Safeguarding Board:**

**Greenwich Safeguarding Children Partnership:**



[www.greenwichsafeguardingchildren.org.uk](http://www.greenwichsafeguardingchildren.org.uk) Tel: 020 8921 4477

Email: [safeguardingchildren@royalgreenwich.gov.uk](mailto:safeguardingchildren@royalgreenwich.gov.uk)

**London Safeguarding Children Partnership:** [www.londoncp.co.uk](http://www.londoncp.co.uk)

These contacts are displayed in each office, playroom and team room.

### **Procedures to follow if you are concerned a child is being abused**

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

If you feel a child is in immediate danger or risk of harm a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. If you wish to make an immediate referral, please call the Royal Borough of Greenwich MASH (Multi-Agency Safeguarding Hub) team. Alternatively contact the NSPCC whistleblowing helpline.

The nursery is aware that abuse does occur in our society and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care we are providing, team may often be the first people to identify that there may be a problem. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse.

### **Minis 5-point plan to dealing with a safeguarding concern:**

**Stage one: Recognise**

**Stage two: Respond**

**Stage three: Report**

➤ **Injuries from home**

**Stage four: Record**

**Stage five: Review**

### **Recognise a possible concern**

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

Indicators of child abuse

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



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

### **Respond appropriately**

We will support children by offering reassurance, comfort and sensitive interactions. We will devise activities according to individual circumstances to enable children to develop confidence and self-esteem within their peer group.

Take time to listen to the child, allow them time to talk if disclosing, ask open questions and do not put words in their mouth.

Do not promise to keep it a secret, explain that they have done the right thing and that you will need to tell someone.

If you observe a mark on a child maintain the child's dignity and discreetly ask the room lead or manager to look at the mark of concern.

If an adult discloses a child protection concern ensure you give them time to talk, take the parent into the office or a private space to discuss their concerns. Support them with finding safety if needed.

### **Report or refer your concerns**

As soon as possible after a disclosure or concern raised details must be logged accurately.

Team must report concerns to the Designated Safeguarding Lead (DSL) immediately, in their absence they should report to the Safeguarding Deputy.

It may be thought necessary that through discussion with all concerned the matter needs to be raised with the local authority children's social care team and Ofsted. The DSL and team maybe involved to supply details of any information/concerns they have with regard to a child, a referral to the Multi Agency safeguarding Hub (MASH) may be required and the nursery expects all members of staff to co-operate with the local authority children's social care, police, and Ofsted in any way necessary to ensure the safety of the children.

#### **➤ Injuries from home**

All signs of marks/injuries on a child, when they come into nursery will be recorded as soon as noticed by a staff member on an accident form, clearly labelled: ACCIDENT AT HOME

The incident will be discussed with the parent at the earliest opportunity and the parent will be asked to sign the completed accident form. These forms will be filed with other accident forms and monitored monthly, then stored in the child's file.

If there appears to be any queries regarding the injury, the frequency of injuries or concerns for the child's welfare the matter will be escalated as a safeguarding concern in line with this policy.



## Record your observations, concerns and actions

Team should make an objective record of any observation or disclosure, supported by the Designated Safeguarding Lead, within 48 hours. This record should include:

- Child's name
- Child's address
- Age of the child and date of birth
- Date and time of the observation or the disclosure
- Exact words spoken by the child
- Exact position and type of any injuries or marks seen (use the body map on the accident form)
- Exact observation of any incident including any other witnesses
- Name of the person to whom any concern was reported, with date and time; and the names of any other person present at the time
- Actions to be taken by the team member or DSL
- Any discussion held with the parent(s) (where deemed appropriate).

These records should be signed by the person reporting this and the DSL, dated and kept in a separate confidential file.

Staff must not make any comments either publicly or in private about a parent or staffs supposed or actual behaviour.

## Review and continue to monitor

All safeguarding concerns are reviewed at bimonthly managers meetings. Any follow up actions or enquiries are agreed and carried out by the DSL. In the case of a serious incident this monitoring would be more frequent.

Practitioners working directly with the children should continue to be vigilant for and further signs of abuse. Keyworkers should continue to work closely with parents and continue to build positive relationships.

When a case has been referred contact the MASH team or link social worker for regular updates.

Follow up may include attending Team Around the Child meetings, Child Protection Conference.

## Types of abuse, physical and behavioural signs:

<b>Physical Abuse</b>	
Deliberately causing physical harm to a child. It can involve hitting, kicking, burning, shaking or throwing things. This also includes fabricated or induced illness and FGM.	
<b>Physical Signs</b>	<b>Behavioural Signs</b>
Unexplained injuries – bruises, cuts, welts, abrasions, burns or fractures. Broken bones (especially under 2 years old). Can't recall or unconvincing inconsistent reasons given for injuries. Injuries untreated or inadequately treated.	Child wary of adults or a specific individual. Child appears frightened of parents or unnaturally compliant. Aggressive behaviour or severe outbursts. Extremely withdrawn. Changes in behaviour or mood. Shows fear of going home. Flinches when touched or approached.

<p>Injuries on parts of the body where accidental injury is unlikely like cheeks, chest or thighs. Bruising that appears to be finger or hand prints. Cigarette burns or human bite marks Scalds, particularly upward splash marks on the body (caused from standing in scalding water).</p>	<p>Cruel to animals or others. Aggressive play or acts out violent behaviour</p>
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<p align="center"><b>Emotional Abuse</b></p>	
<p>The ongoing emotional mistreatment of a child. It is sometimes called psychological abuse and can seriously damage a child's emotional health and development. Emotional abuse can involve conveying they are worthless or unloved, deliberately trying to scare or humiliate a child or bullying, isolating or ignoring them. All abuse involves some level of emotional abuse, but it can occur alone.</p>	
<p align="center"><b>Physical Signs</b></p>	<p align="center"><b>Behavioural Signs</b></p>
<p>Failure to grow or thrive. Suddenly develops speech disorder. Delayed physical or emotional development and not attained significant developmental milestones. Bed-wetting or bed soiling that has no medical cause. Frequent psychosomatic symptoms - headaches, nausea, abdominal pains. Prolonged vomiting or diarrhoea. Dressed differently from other children in the family. Has deprived physical living conditions compared with other children in the family.</p>	<p>Compulsive nervous behaviours like hair chewing, rocking. Excessive lack of confidence. Excessive fear of making mistakes. Unable to cope with praise. Symptoms of depression, anxiety, withdrawal or aggression. Self-harm. Overly compliant; too well-mannered; too neat and clean. Displays attention seeking behaviours or displays extreme inhibition in play. When at play, behaviour may model or copy negative behaviour and language used at home</p>

<p align="center"><b>Neglect</b></p>	
<p>Is the ongoing failure to meet the needs of a child's basic physical and emotional needs, 'likely to result in the serious impairment of their health or development'. A child may be hungry or dirty, without adequate clothing, shelter, supervision, medical or health care. A child may be put in danger or not protected from physical or emotional harm.</p>	
<p align="center"><b>Physical Signs</b></p>	<p align="center"><b>Behavioural Signs</b></p>
<p>Failure to grow or thrive. Child is constantly hungry, losing weight or constantly underweight. Is often unkempt, dirty or smelly. Nappies are not changed. Is dressed inappropriately for the weather. Severe nappy rash or skin disorders due to lack of hygiene. Untreated medical conditions – no treatment for illness or injury. Child is frequently tired.</p>	<p>Demonstrates a severe lack of attachment to adults. Poor social skills. Very demanding of affection and attention – may be very clingy. Compulsively steals or scavenges for food. No understanding of basic hygiene</p>



Attendance is sporadic or always late. Not meeting developmental milestones.	
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<b>Sexual Abuse</b>	
Is forcing or persuading a child to take part in sexual activities, whether or not the child is aware of what is happening. This can include physical contact or non-contact activities, such as exposure to porn or sexual language.	
<b>Physical Signs</b>	<b>Behavioural Signs</b>
Torn, stained or bloody underclothing. Bruises, lacerations, redness, swelling or bleeding in genital, vaginal or anal area. Blood in urine or faeces. Sexually transmitted disease. Unusual or excessive itching or pain in the genital or anal area. Issues with toileting – wetting and soiling Uncomfortable when having nappy changed.	Sexualised behaviour and age-inappropriate sexual play with toys, self or others. Sophisticated or unusual sexual knowledge, language or drawings. Comments such as "I've got a secret". Sudden or unexplained changes in behaviour. Fear of certain places eg bedroom or bathroom.

<b>Other Types of Abuse</b>
<p><b><u>Female genital mutilation (FGM)</u></b> We work in conjunction with the Governments Policy on 'Multi-agency guidance on female genital mutilation' (FGM). This type of physical abuse is practised as a cultural ritual by certain ethnic groups and there is now more awareness of its prevalence in some communities in England including its effect on the child and any other siblings involved. Symptoms may include bleeding, painful areas, and acute urinary retention, urinary infection, wound infection, septicaemia, and incontinence, vaginal and pelvic infections with depression and post-traumatic stress disorder as physiological concerns. If you have concerns about a child in this area, you should contact children's social care team in the same way as other types of physical abuse.</p>
<p><b><u>Fabricated illness</u></b> 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>
<p><b><u>Prevent</u></b> From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as 'childcare providers') are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into</p>



terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

See Prevent Policy

### **Children with SEND**

We recognise children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. We would look out for the following indicators:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

### **Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**

Child criminal exploitation (CCE) is increasingly used to describe this type of exploitation where children are involved, and is defined as:

"Child criminal exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology."

Criminal exploitation of children is broader than just county lines, and includes for instance children forced to work on cannabis farms or to commit theft.

Child sexual exploitation (CSE) is a type of sexual abuse. When a child or young person is exploited they're given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. Children and young people are often tricked into believing they're in a loving and consensual relationship. This is called grooming. They may trust their abuser and not understand that they're being abused.

#### **County Lines: The UK government defines county lines as:**

"County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons."

County lines activity and the associated violence, drug dealing, and exploitation has a devastating impact on young people, vulnerable adults and local communities.

### **Spiritual, Cultural and Religious Beliefs (often referred to as Witchcraft)**

Where parents, families and the child themselves believe that an evil force has entered a child and is controlling them, the belief includes the child being able to use the evil force



to harm others. This evil is variously known as black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah. Children are called witches or sorcerers.

Parents can be initiated into and or supported in the belief that their child is possessed by an evil spirit by a privately contacted spiritualist / indigenous healer or by a local community faith leader. The task of exorcism or deliverance is often undertaken by a faith leader, or by the parents or other family members.

### **Honour Based Violence**

Honour based violence is the term used to describe incidents of violence, including murder ("honour killings"), that have been committed in the belief that those actions will protect or defend the honour of the family and / or community. The victims of such off incidents are predominantly woman, perceived to have behaved immorally and deemed to have breached the honour code of a family and / or community, causing shame.

**Breast ironing** (also called breast flattening) is when young girls' breasts are damaged over time to flatten them and delay their development. Sometimes, an elastic belt, or binder, is used to stop them from growing. Breast ironing usually starts with the first signs of puberty and is most often done by female relatives. In most cases, the abuser incorrectly thinks they're behaving in the best interests of the child. They believe flattening the breasts will make the child less 'womanly'. They hope this will protect the girl from harassment, rape, abduction and early forced marriage, and help them stay in education.

### **Confidentiality**

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from the LSCB. See Confidentiality Policy.

### **Informing parents**

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the LSCB/ local authority children's social care team/Police does not allow this. This will usually be the case where the parent or family member is the likely abuser, or where a child may be endangered by this disclosure. In these cases, the investigating officers will inform parents.

### **Working in Partnership with parents and families**

The nursery staff team will inform parents of their child protection duties from when the time a parent takes up a place within the nursery. We will also encourage parents to talk about any concerns they might have for either their own child or other children. The nursery takes every step in its power to build up trusting and supportive relations among families, staff, students 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 in line with guidance of the LSCB 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.

### **Staffing and volunteering**

We are vigilant in our recruitment procedures aiming to ensure all people working with children are suitable to do so. We are committed to ensuring the well-being and safety of all children is paramount. It is important that we have robust safer recruitment systems in place to safeguard and protect all children and team members. At Minis we follow this safer recruitment procedures each and every time we recruit a new member to join our team, including volunteers. See Safer Recruitment Policy.

### **Allegations against employees, students or volunteers of the nursery or any other person working on the premises**

If an allegation is made against a member of staff, student or volunteer or any other person who works on the nursery premises regardless of whether the allegation relates to the nursery premises or elsewhere, we will follow the procedure below.

An allegation should not be confused with a complaint, is defined as a person working with children who has:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved toward a child or children in a way that indicates they pose a risk of harm to children.

The allegation should be reported to the DSL. If this person is the subject of the allegation, then this should be reported to the Childcare Director or Owner.

The Local Authority Designated Officer (LADO), Ofsted (if the allegation grants OFSTED being made aware) and the LSCB will then be informed immediately in order for this to be investigated by the appropriate bodies promptly:

- The LADO will be informed immediately for advice and guidance
- A full investigation will be carried out by the appropriate professionals (LADO, Ofsted, LSCB) to determine how this will be handled
- The nursery will follow all instructions from the LADO, Ofsted, LSCB and ask 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 for access by the relevant authorities
- Unfounded allegations will result in all rights being re-instated



- Founded allegations will be passed on to the relevant organisations including the local authority children's social care team and where an offence is believed to have been committed, the police, and will result in the termination of employment. Ofsted will be notified immediately of this decision. The nursery will also notify the Disclosure and Barring Service (DBS) 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 avoids 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.

Our 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 the DSL or owner at the earliest opportunity.

### **Legal framework**

#### **National Policies and Acts**

- What to do if you're worried a child is being abused – March 2015
- Disqualification under the Childcare Act 2006 – August 2018
- Keeping children safe in education – September 2021
- Statutory Framework for the Early Years Foundation Stage (EYFS) – September 2021
- Information sharing: Advice for practitioners providing safeguarding services – July 2018
- Working together to safeguard children – December 2020
- Protecting Strategy – 2011
- Prevent Duty Guidance – April 2021
- Children Act 1989
- Children Act 2004

This policy was adopted:	Signed on behalf of the nursery:	Date for Review:
November 2021	J. Coackley	November 2022



## **Safety, Mobile Phone and Social Media Policy**

This policy details measures in place to ensure e-safety of children, team and other stakeholders in line with our safeguarding policy. A code of conduct for responsible use of the internet, e-mail and social media.

The purpose of internet access in the nursery is to raise educational standards and support the professional work of team members and provide access of information to parents.

### **ICT and the Early Years Curriculum**

The use of and learning and development expectations for technology for the early years are detailed in Development Matters, Early Education 2012. It forms part of Understanding the World: Technology.

We will provide opportunities for children to use a range of IT equipment to explore and learn appropriate skills and to understand that IT can be used in a variety of ways.

All internet usage is supervised by team members and all websites are monitored to ensure the appropriate websites are being accessed. Parental controls are enabled on all devices.

Children only use ICT as part of planned adult initiated or led activities, which should be supervised and monitored. Access to the internet is only with adult supervision and is not accessible to the children during 'free flow' play.

### **Team training**

Team members are required to have a working knowledge of how to use the nursery IT systems; training is provided for staff where necessary in line with the CPD policy.

Regular training is provided to team on e-safety issues as part of ongoing safeguarding training.

We provide, as part of the induction process, all new team with information and guidance on the E-Safety policy.

### **Incident Management**

- All stakeholders are encouraged to be vigilant in reporting issues, in the confidence that issues will be dealt with quickly and sensitively, through the nursery's escalation processes.
- Support is actively sought from other agencies as needed in dealing with e-safety issues
- Monitoring and reporting of e-safety incidents contribute to developments in policy and practice. The records are reviewed and reported to the Childcare Director and Owner



- Parents / carers are specifically informed of e-safety incidents involving young people for whom they are responsible.
- We will contact the Police if one of our staff or pupils receives online communication that we consider is particularly disturbing or breaks the law

### **Managing the ICT infrastructure, Internet access & security (virus protection)**

- All nursery computers and tablets have anti-virus software
- All nursery computers and tablets have parental controls in place to limit the possibility of access to inappropriate websites.
- Team members will only use reliable search engines to find appropriate sites to use with young children.
- Team members must not download from unfamiliar sources.
- Team must not engage in chat rooms or social networking sites on nursery devices except those that are part of an educational network or an approved learning platform
- We work in partnership with our internet provider to ensure any concerns about the system are communicated so that systems remain robust and protects stakeholders
- All internet use is monitored
- Team must report any failure of the filtering systems directly to the Nursery Manager

### **Network management (user access, backup)**

- All computers and tablets are password protected and passwords only shared with team that require it.
- We do not allow any outside agencies to access our network remotely except where there is a clear professional need and then access is restricted and is only through approved systems.
- All documents and photos are saved remotely on OneDrive to ensure files are safe in the event of computer failure.
- All computer equipment is installed professionally and meets health and safety standards.
- Reviews of the ICT systems take place regularly with regard to health and safety and security.

### **E-mail**

- We provide managers/office staff with an email account for their professional use, personal email should be through a separate account
- We will contact the Police if one of our staff receives an e-mail that we consider is particularly disturbing or breaks the law.
- Will ensure that email accounts are maintained and up to date.



- Report messages relating to or in support of illegal activities to the relevant Authority and if necessary, to the Police.
- Knows that spam, phishing and virus attachments can make e mails dangerous and staff must not open email attachments from an unknown or suspect source.
- We never use email to transfer staff, child or other personal data, unless password protected.
- Staff know that e-mail sent to an external organisation must be written carefully, in the same way as a letter written on headed paper:
  - I. the sending of multiple or large attachments should be limited, and may also be restricted by the provider of the service being used;
  - II. the sending of chain letters is not permitted;
  - III. Embedding adverts is not allowed.

### **Nursery website**

The Owner takes overall responsibility to ensure that the website content is accurate, and the quality of presentation is maintained.

- Most material is the nursery's own work; where other's work is published or linked to, we credit the sources used and state clearly the author's identity or status;
- The point of contact on the web site is the nursery address and telephone number and we use a general email contact address. Personal information or individual e-mail identities will not be published;
- We do not use pupils' names when saving images in the file names or in the tags when publishing to the website;
- Written consent from parents will be sought to give the nursery permission to use photographs of the children on the website.

### **Nursery Social Media Pages**

The nursery has a Facebook and Instagram page which is managed by the Operations Manager and Childcare Director.

- Children's pictures will not be identifiable without prior consent.
- Information shared in 'Posts' will be information that promotes the good work of the nursery and achievements, in line with our EPIC values.
- Facebook will be used to promote staff vacancies.
- Parents and Team are invited to 'Like' and 'Follow' the page, however, cannot become 'Friends' with the nursery.
- Post, comments and reviews will be closely monitored, and inappropriate messages removed.

### **Team Personal Mobile Phones, Smart Devices and Social Media Usage**



We require our team to be responsible and professional in their use of social networking sites in relation to any connection to the nursery, nursery staff, parents or children. Team must adhere to the following:

- Mobile phones & Smart Watches are either turned off or on silent and not accessed during working hours. Personal Mobile phones & Smart Watches must be kept in the nursery office and signed in and out before and after shifts.
- Mobile phones & Smart Watches can only be used on a designated break and in the team room.
- Team must ensure that they have in place privacy settings on their social media platforms to protect their information.
- Team must not befriend/follow parents on social media (the exception to parents who were friends before joining the setting, this relationship must remain professional)
- Team must not post anything on to social networking sites that could be construed to have any impact on the nursery's reputation or relate to the nursery or any children attending the nursery in any way
- Staff must not post anything on to social networking sites that could offend any other member of staff or parent using the nursery
- Team conduct online will form part of the nurseries view of overall conduct and inappropriate use of social media may result in disciplinary action.
- Team must ensure confidentiality is maintained on social media.
- If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

### **Digital images and video**

- As part of the EYFS images and video play a vital role in the recording, monitoring and evaluating the children's progress and the creation of each child's profile.
- We gain parental / carer permission for use of digital photographs or video involving their child
- Team are provided with a camera and video equipment and must not use their own devices to capture the children.

### **Nursery Mobile Phones**

- It is not permitted for any member of team or visitor to carry a mobile phone whilst in the rooms with children in line with our safeguarding policy and the Early Years Foundation Stage (EYFS).
- We only use nursery mobiles phones on our daily trips out into the community. All phones are registered with our mobile phone provider Vodafone.
- All phones are monitored on the return to nursery. Nursery mobile phones and tablets are synced with the computer system to automatically share any photos taken on the manager's computer. This is shared instantly, and team cannot stop this process by deleting images.
- Nursery mobile phones are kept in the charging units in the office when team are not on an outing.

### **Asset disposal**

- All redundant equipment that may have held personal data will have the storage media forensically wiped. Alternatively, if the storage media has



failed, it will be physically destroyed. We will only use authorised companies who will supply a written guarantee that this will happen

- Disposal of any equipment will conform to The Waste Electrical and Electronic Equipment Regulations 2006 and/or The Waste Electrical and Electronic Equipment (Amendment) Regulations 2007. Further information can be found on the Environment Agency website.

This policy was adopted:	Signed on behalf of the nursery:	Date for Review:
July 2020		July 2021





### Settling in

We aim for children to feel safe, stimulated and happy in the nursery and to feel secure and comfortable with all the team. We also want parents to have confidence in both their children's well-being and their role as active partners, with the child being able to benefit from what the nursery has to offer.

We aim to support parents and other carers to help their children settle quickly and easily by giving consideration to the individual needs and circumstances of each child and their families.

The nursery staff will work in partnership with parents to settle their child by:

- Every Parents are invited for a tour of the nursery as part of the registration process.
- Spaces are offered in writing in advance of the start date.
- Parents are provided with a welcome email which details policies and procedures of the nursery, new parent information pack and admission forms a week prior to setting in.
- Every child regardless of number of days attending will be given 5 settling in sessions, starting for one hour on the first day extending to a session approximately 75% of the whole day (e.g. 8-4 or 8-12) by day five.
- Parents are invited to stay on the first settle, then leave their child but remain in close proximity to the nursery in case their child becomes very distressed.
- A key person will be allocated by the Lead Teacher in advance of the child's first settle.
- The key person will meet with the parent on the first day to complete an 'All About Me' form, to ensure they know about the child's routines, likes, dislikes and any medical or dietary needs.
- For children with English as an additional language we will complete an EAL Form, which details some key words in the child's home language, to be used at nursery to support their transition into the setting.
- Reassuring parents whose children seem to be taking a long time settling into the nursery.
- Encouraging parents where appropriate, to separate themselves for their children for brief periods of time, gradually building up to longer absences.
- Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported.
- Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the nursery and reassure them of their child's progress.
- The parents will be sent a link to Parent Zone, to enable them to see their child's progress each day.

This policy was adopted:	Signed on behalf of the nursery:	Date for Review:
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July 2020		July 2021
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## Sleep

We aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

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

- Babies under the age of 1 years, are to be placed on their back to sleep, babies can easily turn over from their back to their stomachs, they are allowed to adopt wherever position they prefer to sleep.
- Children are never put down to sleep with a bottle to self-feed.
- Children are monitored visually when sleeping. Checks are recorded every 10 minutes and children are never left in a separate sleep room without supervision at all times.
- When monitoring, the team members looks for the rise and fall of the chest and if the sleep position has changed.
- As good practice we monitor babies or a new baby sleeping during the first few weeks every five minutes until we are familiar with the child and their sleep routines, to offer reassurance to them and their families.

### **We provide a safe sleeping environment by:**

- Monitoring the room temperature
- Using clean, light bedding / blankets and ensuring children are appropriately dressed for sleep to avoid overheating.
- Only using safety-approved cots and rest mats that are compliant with British Standard regulations, cots mattresses have covers are used in conjunction with a clean fitted sheet.
- Babies may sometimes fall asleep in the pushchair or pram especially if they have gone on a visit outside. Team members ensure that if a child falls asleep, they are reclined back and their head is not flopped forward.
- Not using cot bumpers or cluttering cots with soft toys, although comforters may be given when required.
- Keep all spaces around the cots and beds clear from hanging objects i.e. hanging cords, blind cord or drawstring bags.
- Ensuring every child who sleeps at nursery is provided with clean bedding each week which is stored in a bedding bag labelled with their name.
- Transferring any child who falls asleep while being nursed or in the buggy by a team member to a safe sleeping surface to complete their rest.
- Sleep is recorded on Connect, this included the time a child slept and detail the sleep checks.

We ask parents to complete sheets known as "All about me" forms on their child's routine with the child's key person when they start 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 seep position or pattern on the “All about me” forms.

We recognise parent's knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, team members will not force a child to sleep or keep them awake against their will.

If a parent requests that their child has no sleep or only a certain amount of time to sleep, this will be discussed with the child's key person or lead teacher. We will need to have this notified by the parent on their “All about me” form where the parents sign to agree with all the information provided.

If a child is unable to stay awake at nursery we as practitioners must ensure that this child is able to rest or sleep in a safe, comfortable and quiet area. The same will entail with a child whose parent has requested that their child should only have a certain amount of sleep during the day at nursery.

We as professionals ensure that every child's well-being is met daily and this includes the child being provided with plenty of sleep if they require. No member of team should ever be found to be forcefully placing a child to sleep or waking a child up.

Team members will discuss any changes in sleep routines at the end of the day and share observations and information about their child's behaviour when they do not receive enough sleep.

If parents are finding they have concerns with their child's sleep routine and pattern, we would advise they consult their child's health visitor to gain some advice and support. All team members will work with the parents, health visitor or outside agencies to ensure every child's care and well-being is being met.

This policy was adopted:	Signed on behalf of the nursery:	Date for Review:
July 2020		July 2021



## No Smoking Policy

We are committed to promoting children's health and well-being. This is of the upmost importance for the nursery. Smoking has proved to be a health risk and therefore, in accordance with legislation, the nursery operates a strict no smoking policy within its buildings and grounds. It is illegal to smoke in enclosed places.

All persons must abstain from smoking while on the premises. This applies to staff, students, parents, carers, contractors and any other visitors to the premises.

Team accompanying children outside the nursery are not permitted to smoke. We also request that parents accompanying nursery children on outings refrain from smoking while caring for the children.

Team must not smoke while wearing nursery uniform as it is essential that staff are positive role models to children and promote a healthy lifestyle. If staff, choose to smoke during breaks they are asked to change into their own clothing and smoke away from the nursery site. Before return to work with the children team must clean their teeth or have a strong mint and wash their hands.

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

- Providing factsheets and leaflets
- Providing information of local help groups
- Providing details of the NHS quit smoking helpline - [www.smokefree.nhs.uk](http://www.smokefree.nhs.uk)
- Offering information regarding products that are available to help stop smoking
- Offering in-house support.

This policy also applies to electronic cigarettes.

This policy was adopted:	Signed on behalf of the nursery:	Date for Review:
July 2020		July 2021



## Students

We are committed to sharing good practice with those wishing to pursue a career in childcare. We welcome students to join our staff team and gain work experience within our nursery. We will accept up to 2 per setting at a time as more students than this places undue pressure on staff. We do, however, accept small groups or occasional placements when research or studies are being carried out that will be of benefit to childcare.

We will only offer placements to students who are associated with a recognised child-related course, or on occasions, pupils from local secondary schools on work experience. We offer placements only after discussions with the appropriate tutors and the establishment of close links with the college or school.

We expect all students to visit the nursery for a pre-placement meeting, followed by induction and nursery tour. At this time students will have the opportunity to read and discuss relevant health and safety policies and receive a copy of the Team Handbook.

Our policy for those on placements is as follows:

- All students will have an enhanced Disclosure and Barring Service (DBS) check before their placement begins, this can be done by the college or nursery as appropriate.
- All students are assigned to a senior member of staff who will supervise their work and explain the health, safety and fire requirements of the nursery
- Students will be supervised at all times and will not be left alone with the children. They will only change nappies or children clothing under supervision.
- Students will be supported to understand and adhere to nursery policies and procedures
- It is expected that during the student's placement, their tutor will visit the nursery or have verbal communication with the Nursery Manager to receive feedback about the student's progress
- Students will be offered support and guidance throughout their placement and given constructive honest feedback in respect of their performance. Staff will respect individual students' needs and abilities
- An accurate evaluation of ability and performance for both students and training providers will be provided and the nursery will support students who are experiencing difficulties with action plans if needed
- To maintain parent partnerships, parents will be informed when students are present in the nursery, this will be accompanied by a recent photograph of the student
- All students on placement must adhere to the same codes of conduct as permanent staff including time-keeping and dress codes
- All students are encouraged to contribute fully to the nursery routine and to spend some time in every area.

In some cases, we may include students on long term placements (aged 17 and over) and staff working as apprentices in early education (aged 17 and over) in our staff: child ratios. This will be the discretion of the nursery manager and only will only occur when they are satisfied the student/apprentice is competent and responsible.



This policy was adopted:	Signed on behalf of the nursery:	Date for Review:
July 2020		July 2021



## Sun Care

We are committed to ensuring that all children are fully protected from the dangers of too much sun/UV rays. Sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life.

We follow guidance from the weather and UV level reports and use the following procedures to keep children safe and healthy in the sun:

- All children are required to wear sun cream regardless of skin tone or ethnicity. The exception to this is when a child has a medical condition such as severe eczema that prohibits this.
- As part of the registration process parents are requested to consent to their child having sun cream applied by the nursery team. In the event that a parent does not consent the parent will be required to apply sun cream when their child arrives at nursery.
- Parents are asked to provide sun cream for their child, which will be kept at the nursery and clearly labelled with the child's name.
- In the event that a child does not have sun cream nursery sun cream will be applied. The nursery will use a 50SPF cream.
- When a child is unable to wear sun cream a care plan will be put in place, the child's key persons will work with the parents to decide and agree on suitable precautions to protect children from burning, such as SPF protective clothing.
- Children must have a clearly labelled sun hat which will be worn at all times whilst outside in sunny weather. This hat will preferably be of legionnaires design (i.e. with an extended back and side to shield children's neck and ears from the sun) to provide additional protection
- Parents are requested to supply light-weight cotton clothing for their children suitable for the sun, with long sleeves and long legs. Parents are advised that during hot weather children's shoulders should be covered, ideally in a loose cotton top.
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun; children will not be allowed in the direct sunlight between 11.00am – 3.00pm on very hot days
- Children will always have sun cream applied before going outside in the hot weather and at frequent intervals during the day
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days and this will be accessible both indoors and out
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun
- Shade will be provided in the form of a gazebo or under trees to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to.

This policy was adopted:	Signed on behalf of the nursery:	Date for Review:
July 2020		July 2021







## **Supporting Transitions**

Children experience many transitions in their early years, some of these are planned and some unplanned. The team are sensitive to the difficulties children may have whilst going through these transitions. Some examples of transitions that young children and babies may experience:

- Starting nursery
- Moving between different rooms within the nursery
- Starting school or moving nurseries
- Family breakdowns
- New siblings
- Moving home

Team are trained to observe their key children and as such will be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so the team can be aware of the reasons behind any potential changes in the child's character / behaviour.

### **Supporting transitions in the nursery:**

The nursery will support all children in the nursery with any transitions they may be encountering. If the transitions relate to the child starting at the nursery, we will follow our settling in policy. If the transitions are due to occur at the nursery, e.g. room changes, the nursery will fully support the child through the process in the following ways:

Moving room procedure:

- If the child is due to move room due to the age and stage readiness, we will work with the parent to ensure this is a seamless process in which the child is fully supported at all stages.
- A letter will go to the parents a month before the planned transition which will detail the new key person and the dates for the move. A copy will go in the child's learning journey.
- The child's current key person will arrange a meeting for the parents to meet the new key person and have a meeting to discuss the child's needs. During this meeting a transition form is completed to ensure all relevant information about the child is passed on.
- The current key person will ensure that the child's profile is up to date and hand this over to the new key person.
- The week before a planned transition the child will spend time in their new room every day, for a child that only does a few sessions a week this will happen over two weeks. The child's current key person will go with the child initially and the child's new key person will be there to support the child.



- Wherever possible, groups of friends will be moved together to enable these friendships to be kept intact and support the children with the peers that they know.
- Parents will be kept informed of all visits and the outcomes of these sessions e.g. through photographs or discussions.
- Only when the child has settled in through these taster sessions will the permanent room move take place. If a child requires more support this will be discussed between the key person, parents, manager and lead practitioner of the new room to enable this to occur.
- The child's current key person will arrange a meeting for the parents to meet the new key person and have a meeting to discuss the child's needs.

### **Starting School:**

Starting school is a huge transition and the nursery will do all it can to facilitate a smooth move. We have a variety of methods that support this:

- The nursery may invite school representatives into the nursery to introduce them to the children
- The key person will initiate conversations with their key children, who are due to move to school, about the school and discuss what they think may be different and what may be the same. They will talk through any concerns that the child may have and initiate activities or group discussions relating to any issues enabling these to be overcome.
- The nursery will ensure a comprehensive report is produced on each child starting school to enable teachers to have a good understanding of each child received. This will include their interests and their level of understanding and development in key areas. This supports the continuity of care and early learning.
- For children with additional needs a Transition Meeting will be arranged with the primary schools SENCO (See SEND Policy)

### **Family breakdowns and bereavement:**

When parents separate or there is a bereavement it is a difficult situation for all concerned. Please refer to the bereavement policy

### **Moving home and new siblings:**

These are normally two events that parents will have advance notice of, and we ask that parents let the nursery know about these events so we can support the child to be ready for this. We will talk to the child and provide activities that may help the child to act out any worries that they may have, e.g. through role play, stories and discussions. Parents may also consider placing their child into the nursery for additional sessions during these events to provide them with consistency and time away from the changes occurring.

This policy was adopted:	Signed on behalf of the nursery:	Date for Review:
July 2020		July 2021



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### Sustainable Practice

We value the environment and in order to keep our earth safe and healthy for our children we closely monitor the management of our waste and its disposal in accordance with the local authority requirements.

Team members are made aware of the need to minimise energy waste and the nursery uses appropriate measure to save energy including:

- Energy saving light bulbs
- Having motion sensor lights in quiet areas of the nursery, such as staff toilets.
- Turning off the lights when not in use
- Not leaving any equipment on standby
- Unplugging/turning off all equipment at the end of use/day.
- Energy saving wash cycles on the washing machine
- Turning off the taps when running water is not needed
- Recycling in accordance with the local authority guidelines
- Reusing paper from the office that does not contain sensitive information for the children to use as drawing paper.

We assess our nursery's impact on the environment on a regular basis and put in procedures to counteract this impact.

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

This policy was adopted:	Signed on behalf of the nursery:	Date for Review:
July 2020		July 2021





## **The Key Person Relationship**

All children thrive from a loving and secure relationship. This is usually provided initially by a child's parents and then by others. This can be provided and supported by a key person within the nursery. A key person is a named team member who is responsible for a small group of children, ensuring that they are made to feel secure, safe and cared for.

Alongside the key person there is a buddy, the buddy will work alongside your key person in the same room and ensure that your child continues to be supported during your key persons absence (such as during annual leave).

During the child's settling in the key person will meet with the parent to complete an All About Me form and make sure that the child is made to feel welcome in the room, preparing a peg/box, placemat for meal-times and sharing any dietary or medical needs.

The key person will also take a lead role in ensuring transitions between rooms and onto school are smooth and each child is well supported, see Transition Policy.

All team members are responsible for caring and supporting every child who attends the nursery as well as ensuring that their key children are settled and progressing well within their learning and development.

All team members work in partnership with one another and the parents, through verbal and written communication such as daily conversations on how their child has been and what they have been up to, implementing the child's daily feedback on Connect: what they have had to eat and how much they have eaten, their nappy or toilet changes, activities they have participated in and observations they have recorded. All team can feedback to parents at the end of each day.

The key person must ensure each key child's Learning Journey is up to date in line with the Curriculum Policy.

In April, July and December each key person will meet with the parents of their key children to discuss their progress, well-being, activities at nursery and the planned next steps.

The key person will make themselves available at other times if the parent requests a meeting with them to discuss their child.

This policy was adopted:	Signed on behalf of the nursery:	Date for Review:
July 2020		July 2021



## Volunteers

We recognise the immense benefits that volunteers bring to the nursery. In return we hope to give volunteers an opportunity to share their skills in a different environment and to undertake new experiences.

### **Status of volunteers**

A volunteer is not an employee and will not have a contract of employment with the nursery. We will, however, insist that the volunteer follows all nursery procedures in the same manner as a paid employee to ensure consistency, safety and quality of care and early learning for the children. Volunteers will be supervised at all times.

### **Enhanced Disclosure and Barring Service (DBS) check**

All volunteers will have suitability checks conducted in the same way as paid employees. This will include an enhanced DBS check. These checks will be conducted before any volunteer starts their time within the nursery and will also include two written references.

### **Training**

Volunteers will be offered training and/or support as appropriate. We will provide any training and support required for the role, including child protection and health and safety training. The purpose of this is to enable the volunteer to be supported and enhance their development in their voluntary role within our team.

### **Policies and procedures**

Volunteers are expected to comply with all the nursery's policies and procedures. The volunteer's induction process will include an explanation of this.

### **Volunteer's induction pack**

On commencing their volunteer work, the volunteer will be given a pack containing:

- General information about the nursery
- A copy of the volunteering policy
- A copy of the Team Handbook
- Details of the nursery policies and procedures

### **Volunteer support**

The nursery manager will take the volunteer through their induction and support and advise them throughout their time in the nursery. The room Lead Teacher will line manage the volunteer once in place.

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## **Waiting list and Admissions Management**

This new agreed system is part of Minis admission procedures. All new prospective families will be adhering to the new system.

- 1.** We will be planning 3-4 months in advance to offer places out to new prospective parents.
- 2.** An offer letter will be sent to parents via email. A 7-day window will be allowed for new parents to get back to us confirming they want the space. Failing to get back within the 7-day window, will mean being placed back on the waiting list. That space will then be offered to the next child on the waiting list.
- 3.** Parents need to accept the offer in writing. Once this has been done, they will then be asked to pay a £250 deposit immediately to secure the space that has been offered.
- 4.** Operations Manager and Childcare Director to review waiting list on 1<sup>st</sup> of each month.
- 5.** Waiting lists are to be used in a way that isn't on a first come basis it will be used on what service and demands on vacant places are, at that current time. *(for example, if a place becomes available in January and the next child on list doesn't require until after that date then the next child will be offered)*
- 6.** Operations manager and Childcare Director to look at potential in-house movements of children depending on the age and development needs before spaces are offered externally to people on the waiting list.
- 7.** Operations manager and Childcare Director to liaise with Children's Centre team in regards to admissions for the TFT (Together for twos).
- 8.** Children only claiming their funded hours will be offered 2 half days, half days will be matched where possible with another child to create a full day space. We only offer one day places to families that request this or if this is the only available, but we advise against this as it is not in the best interests of the child.
- 9.** Operations Manager to offer settling dates for all children across all sites, to liaise with nursery managers and to provide a list of children settling and start dates in advance.



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## **Whistle Blowing Policy**

We expect all our colleagues, both internal and external, to be professional at all times and hold the welfare and safety of every child as their paramount objective.

We recognise that there may be occasions where this may not happen, and we have in place a procedure for staff to disclose any information that suggests children's welfare and safety may be at risk.

We expect all team members to talk through any concerns they may have with their line manager at the earliest opportunity to enable any problems to be resolved as soon as they arise.

### **Disclosure of information**

If, in the course of your employment, you become aware of information which you reasonably believe indicates that a child is/may be or is likely to be in risk of danger and/or one or more of the following may be happening, you **MUST** use the nursery's disclosure procedure set out below:

- That a criminal offence has been committed or is being committed or is likely to be committed
- That a person has failed, is failing or is likely to fail to comply with any legal obligation to which they are subject (e.g. EYFS)
- That a miscarriage of justice has occurred, is occurring, or is likely to occur
- That the health or safety of any individual has been, is being, or is likely to be endangered
- That the environment, has been, is being, or is likely to be damaged
- That information tending to show any of the above, has been, is being, or is likely to be deliberately concealed.

### **Disclosure procedure**

- If this information relates to child protection/safeguarding, then the safeguarding policy should be followed.
- Where you reasonably believe one or more of the above circumstances listed above has occurred, you should promptly disclose this to your manager so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to your manager (i.e. because it relates to your manager) you should speak to the Childcare Director, Owner or LADO.
- Employees will suffer no detriment of any sort for making such a disclosure in accordance with this procedure. For further guidance in the use of the disclosure procedure, employees should speak in confidence to the nursery manager.
- Any disclosure or concerns raised will be treated seriously and will be dealt with in a consistent and confidential manner and will be followed through in a detailed and thorough manner
- Any employee who is involved in victimising employees who make a disclosure, takes any action to deter employees from disclosing information or makes



malicious allegations in bad faith will be subject to potential disciplinary action which may result in dismissal

- Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal
- Any management employee who inappropriately deals with a whistleblowing issue (e.g. failing to react appropriately by not taking action in a timely manner or disclosing confidential

information) may be deemed to have engaged in gross misconduct which could lead to dismissal

- We give all of our staff the telephone numbers of the Designated Officer (LADO), the local authority children's social care team, the Local Safeguarding Children Board (LSCB) and Ofsted so all staff may contact them if they cannot talk to anyone internally about the issues/concerns observed.

### Legal framework

The Public Interest Disclosure Act 1998, commonly referred to as the 'Whistleblowing Act', amended the Employment Rights Act 1996 to provide protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures'. On 25 June 2013, there were some legal changes to what constitutes a qualifying disclosure.

A qualifying disclosure is one made in the public interest by an employee 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
- Any other unethical conduct
- Is being, has been, or is likely to be, committed.

The Public Interest Disclosure Act has the following rules for making a protected disclosure:

- You must believe it to be substantially true
- You must not act maliciously or make false allegations
- You must not seek any personal gain.

It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be, committed; a reasonable belief is sufficient.

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