

NUTKINS NURSERY

POLICIES & PROCEDURES

Telephone Number 07595 603498 / 07584 048386

Our aim is :

- 1) To enhance the development and education of Nursery age children in a friendly community-based group.
- 2) To provide a safe, secure and stimulating environment.
- 3) To work within a framework which ensures equality of opportunity for children and families.

We offer your child :

- 1) A specially tailored curriculum leading to approved learning outcomes in line with the Early Years Foundation Stage.
- 2) Individual care and attention with a dedicated named key person and a high ratio of adults to children.
- 3) Fun and friendship with children and other adults.
- 4) Opportunities for you and your family to be directly involved, in the activities of the group and in your child's progress.

Our Nursery meets at the following times :

Monday to Friday 8.30am – 11.30am 11.45am – 2.45pm or 8.30am to 2.45pm

Term Time Only

Nutkins Nursery offers education and care for children aged 2 to 5 years.

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Staff

We are very proud of our high Adult: Child Ratios

The regular staff in the setting are:

Claire Lakin	(Owner)	Foundation Degree in Early Years
Linda Critchell	(Manager, Transitions, 2 Year Lead)	Level 3
Jane Mitchell	(Deputy Manager, Safeguarding, Pupil Premium)	Level 3
Kerry Payne	(Health and Safety)	Level 3
Ria Connellan	(Behaviour Management, Festivals, Creative)	Level 3
Joanne Fower	(SEND/CO, Equality, EAL)	Level 3
Lauren Fairey		
Michelle Harris		Level 2
Leigh Butler	(Human Resources Manager / Administrator)	Level 3

We also have several volunteers who help out at Nutkins throughout the year.

All staff are DBS/CRB checked and attend regular training including First Aid, Health and Safety and Child Protection and more... Regular staff meetings provide opportunities for staff to undertake curriculum planning and to discuss any changes as well as evaluate the setting and the children's learning and development.

Key Persons

Our key person's system gives each child a named member of staff who is responsible for their on-going care and development. Each child in the setting has a special adult to relate to, which can make settling into the group much easier. The key person is in a position to tailor the group's curriculum to the unique needs of each individual child. The key person maintains links with parents through shared record keeping to ensure that all children are supported in reaching their full potential.

Employment

We have an equal opportunities employment policy, seeking to offer job opportunities equally to both women and men, with or without disabilities from all religious, social, ethnic and cultural groups. Any roles – paid or voluntary are exempt from the Rehabilitation of Offenders Act 1974.

Admissions Policy

It is our intention to make our Nursery accessible to children and families from all sections of the local community. In order to accomplish this, we will –

- 1) Ensure the existence of the Nursery is widely known in all local communities.
- 2) We will advertise the Nursery in places where all sections of the community can become aware of our group.
- 3) The Family Information Service and health professionals will be kept informed of any vacancies becoming available.
- 4) Through our website and signage we will inform relevant agencies of our existence
- 5) Priority will be given to children who already attend another sister setting to Nutkins Nursery (at present – Playdays Preschool and Bretons Preschool) after which, each year's intake will be based on a first come first served basis.
- 6) Describe the Nursery in terms which make it clear that it welcomes mothers and fathers, other relations and other carers including child minders and people from all cultural ethnic, religious and social groups with or without disabilities.
- 7) Make our Equal opportunities policy widely known.
- 8) Keep a place vacant, where financially viable, in order to accommodate emergency admissions.
- 9) Monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.
- 10) We do not discriminate against a child or their family or prevent entry on the basis of colour, ethnicity, religion, disability, gender or social background, such as being a member of a travelling community or an asylum seeker.

Settling in

We want children to feel safe and happy in the absence of their parents, to recognize other adults as a source of authority, help and friendship and to be able to share their new learning experience, enjoyed in the Nursery with their parents. We also want parents to feel welcome and involved from the beginning.

In order to accomplish this we will:

- 1) Encourage parents to visit us with their children before admission is planned.
- 2) Making it clear to families that they will be welcomed and supported by us for as long as it takes to settle their child.
- 3) Reassure parents whose children seem to be taking a long time to settle into Nursery.
- 4) Encourage parents, where appropriate, to separate from their child for brief periods at first, gradually building up to longer absences.
- 5) Create opportunities for the exchange of information, using among other resources, a copy of our prospectus.
- 6) Provide opportunities for parents to inform us of their child's current achievements/interests.

Arrival and Collection of Children

Arriving at Nutkins:

All parents/carers must let us know if someone different is collecting their child.

Two members of staff will be at the door to stop any child leaving, once most children have arrived our door will be locked so please knock to be let in. Please bring in your child's book bag and home/school book every day.

Collecting your child:

Two members of staff will be at the door to stop children leaving, Children new to our routine are likely to run to you so please go to your child immediately.

Once you are reunited with your child you are responsible for their safety. Children must not run around the room, accidents will happen. If using the toilets before leaving, children must be supervised.

Please remember the road is directly outside so children must be at parent's side when leaving.

Non parent collecting child

We will not allow a child to leave our premises with any other adult unless the parent /carers has arranged this using the following safety measures:

Verbally stated to a member of staff – The person collecting must be named and described and given a password.

Use of a password only known to parent, staff and other person which will be noted and kept securely for future use.

If another person will be frequently collecting child (Nan, child minder) then please introduce them to us and we will make a note in your child's file – you can also record in the home/school book

Children not collected

If a child has not been collected staff will:

Allow a reasonable time to elapse for traffic etc. – 10 minutes

Try all contact phone numbers given - please ensure we have at least 3 phone numbers.

If unsuccessful and after 20 minutes from time due to be collected staff must inform: Havering Social Services, the local police station and Ofsted

We understand sometimes unexpected events happen to make us run late, so please phone just so we can reassure your child who will stay with 2 members of staff until you arrive.

Please ensure that you arrive on time to pick up your child unless extreme circumstances prevent you from doing so. A parent who is regularly late will be charged for this inconvenience. – Please see our late collection policy.

Phone numbers for Havering Social Services – Duty and Referral Team - -01708 433222

Police Station – 01708 751212

Ofsted – 0300 123 1231

Early collection of your child

The session times are 8.30am to 11.30am, 11.30am to 2.45pm and 8.30am to 2.45pm. If you know you will be early, please inform us so we can give your child an early snack/drink. Please try to keep early collection to a minimum as it is disruptive to the children enjoying the end of session story/circle time.

If you know that you will be regularly collecting your child early (e.g. other children to collect from other schools) please let us know so that arrangements can be made.

4 weeks' notice must be given if you wish to withdraw your child from Nutkins... this applies to both Fee Payers and Funded children.

Please notify us of any absence. If your child does not attend for more than 2 weeks without prior notification, we reserve the right to offer your child's place to another child on the waiting list.

Missing Child

Children's safety is maintained as the highest priority at all times both on and off the premises. Every attempt is made through carrying out the outings/toilet/fire drill and exit/entrance procedures that the security of the

children is maintained at all times. In the unlikely event of a child going missing staff will follow this procedure:

The register thoroughly checked

Members of staff will stay with other children

A member of staff will search all rooms in the building

Other staff will search the immediate area

If the child cannot be found, parent/carers will be informed

Police and Ofsted will be informed

Obviously we never want this situation to occur and we are confident with all our safety measures in place and constant supervision during arrival and collection, toilet visits and fire drill we will prevent this ever happening.

Systems in place to minimise the risk

Register taken at the start of each session

Times of late arrivals / early departures recorded – Signing in and out sheets

Regular head counts carried out

New children made aware of boundaries and Nursery rules

Toilet duties

Children will always be supervised by a member of staff who has passed checks by the DBS/CRB

Children never leave our setting unsupervised

Children are counted leaving and on return to room

Outings / Outdoors Policy

Children will need to venture outside to investigate the natural world, such as looking at clouds wind or collecting twigs for their art work.

These outings will consist of short trips directly outside or to the park. Other trips could be to the local library or shops.

These will take place at different times of the year, sometimes spontaneously to widen children's learning and understanding depending on the weather and staff ratio.

A full Risk Assessment will be carried out and recorded prior to each trip.

Appropriate staff/child ratios will be upheld and children will only go with Nutkins staff members, who are all DBS/CRB checked.

Permission for these trips will be obtained through a permission slip which we ask parents/carers to sign before the child starts Nursery and is kept with the child's records and stored under the Data Protection Act.

Group visits

Any visits to further afield places such as the zoo, or to the park as a whole group for sporting activities will be risk assessed and details of the event given to parents/carers in advance.

Parents/carers will be asked to accompany their child.

Permission to take children will be sought and parents will be asked to sign a permission slip for each event.

Parents are encouraged to take part in these events when possible.

Fire drill

At the sound of the fire alarm/whistle staff will line up all children in pairs at the door

Children will be counted as we leave the building

Children will be led to a safe pre-arranged area where a register will be taken

Children will be counted again returning to our room

Staff with children in the toilets at the time of alarm will lead children to prearranged area using the shortest/safest route for registration.

Fire Safety

Fire doors are clearly marked, never obstructed and easily opened from the inside.

Smoke detectors/alarms and firefighting appliances conform to BSEN standards and regularly checked and recorded. Our emergency evacuation procedures are:

- 1) Clearly displayed in the premises
- 2) Explained to new members of staff, volunteers and parents
- 3) Practiced regularly at least once every term.
- 4) Recorded in the fire drill record book

Lockdown Procedures

Staff will move the children to the safest place, securing all doors, windows, blinds and curtains and ensuring that they have the pre-school mobile phone and register with them.

The Manager (or deputy) will complete a head count of the children whilst another member of staff quickly checks the premises for any other children.

Everyone will remain out of sight until further instructions are received from the emergency services.

The staff will attempt to keep the children as quiet and calm as possible until the dangerous situation is over.

ONCE THE DANGER HAS PASSED

When we are completely sure that the danger is over, we will leave our safe place and continue our activities as far as possible.

The Manager will phone the parents/carers and owner (if not already contacted), to inform them of the incident.

Records will be made of the event and actions taken will be recorded in our incident book.

Ofsted and Early years will be informed within 24 hours of the incident occurring.

Visitor Policy

We recognize that the quality and variety of work which goes on in a Nursery makes it an ideal place for visitors from places of work, school and college childcare courses. Other visitors may include other professionals such as health visitors, speech or language therapists, Ofsted, Havering early years or tutors / assessors from staff undertaking training.

All visitors need to sign and date the visitor's book and read the notice when they come in and when they leave.

The needs of the children are paramount. Visitors will not be admitted in numbers, which could hinder the essential work of the Nursery.

Visitors must be made aware of the Fire procedure, Child Protection, Confidentiality and Health and Safety Policy.

Any information gained by the visitors about the children, families or other adults in the Nursery must remain confidential.

Student Placement Policy

Nutkins recognize that qualifications and training make an important contribution to the quality of the care and education provided by early year's settings. As part of our commitment to quality, we offer placements to students undertaking early year's qualifications and training.

We require students on qualification courses to meet the 'suitable person requirements of Ofsted and have CRB checks carried out – a copy of which will be held on record.

Work experience students or those with us for a short term basis do not count in our staffing ratios. Trainee staff or those on a long term placement may be included in the ratios if they are deemed competent.

All students, work experience placements and volunteers are given a copy of the student handbook and given a named mentor.

Working in Partnership with Parents

For 'parent' please take this to include parent/carers/grandparent or whoever is the child's main carers or carers

We believe that children benefit most from early year's education and care when parents and settings work together in partnership.

The relationship with parents should be one of mutual trust and respect. Parents should be provided with information and support. Their views and information about their child should be asked for, welcomed and taken into account. Communication with parents is at the heart of our successful partnership with parents. Although all staff know all parents and children, each child should have a key person who knows a particular group of children well and provides a point of contact for the parent. Parents will be told who their child's key person is and key person should exchange information with the parents.

We will ensure that all parents are included.

* If information is required in another language or Braille please let us know..

Forms to be completed before starting

Registration Form, Permission slips, Parental Contract, Child Funding Form and Unique Child Booklet.

Informing parents

The key way to inform parents is to talk them on a daily basis

Other strategies include

The information pack

2 year check / Parents consultations

Settling in and end of year report

Newsletters

Facebook Page

The parent notice board/s Displays and photos

The contract and registration form

Policies

Developing positive relationships and Maintaining positive relationships

* All parents and children must be greeted by a member of staff on arrival, this should be in the child's home language wherever possible. Other staff should be supervising children.

* Encourage parents to come back after a few minutes and peep unseen or telephone if child (or parent!) is distressed. Parents might be reassured by photos on display.

* When parents collect the child at the end of the session a member of staff should be on the door to see the

children out. Mention anything special a child has done or make a quick comment as they leave.

* Ensure that a parent is accurately and fully informed by a member of staff of any accident or incident and that the accident book contains correct details and is signed

* Always talk privately i.e. out of earshot of other parents concerning potentially sensitive issues. Accidents, behaviour, wet pants, concerns regarding development etc.

* If parents wish to discuss any matter in depth may suggest they come back later or make an appointment any time if necessary. However, if a parent is upset in any way, or needs to talk urgently, time must be given

Involving parents

Although many of our parent's work and we do not operate a regular parent's rota, parents are invited to help whenever they wish.

We have an active policy of parental involvement in the Nursery. Events are organized throughout the year and all parents are invited by newsletter, reminders are sent verbally and by text message. Parents are not be made to feel guilty or pressured to come to events.

Events include:

- | | |
|------------------------|---|
| * Curriculum meetings | * Charity events such as the "Big toddle" |
| * Christmas Concert | * Fund raising activities |
| * Parent Consultations | * Teddy bears picnic |
| * Fun Day | * Open Day. |

We also have home/school activities

Privacy and confidentiality

Any breach of confidentiality will result in disciplinary procedures.

ACCESS TO INFORMATION PROCEDURE · All records and discussions concerning individual children must be completed as strictly confidential. Members of staff must not discuss matters concerning any child with outsiders e.g. friends, relatives or parents of other children in the Nursery. Where outside agencies are involved records may only be passed on with **written** parental consent (e.g. school, health visitor, speech therapist, etc.) Records of children's progress may be discussed among staff members for the benefit of the child. However, the official record should be treated as confidential. Parents should be aware and have access to all records concerning their children.

'Friendly but not a friend'

Some parents are naturally supportive and outgoing others are reticent and less confident about being involved. **All parents should be treated fairly.** The relationship should be friendly but professional. **Staff who have personal contact or are friends with some parents outside Nursery are strictly forbidden to discuss matters relevant to Nursery business (e.g. talking about the children in our care) outside Nursery. Equally matters not relating to Nursery business should not be discussed with parents at the Nursery. Staff must ensure that any comments or items “shared” on their personal Facebook or Social Networking account could not be taken negatively. for example racist comments or bad language.**

Note: This would be considered as misconduct and a breach of confidentiality and would result in disciplinary action.

The staff and helpers at “Nutkins” respect and recognise that parents/carers are generally the prime educators of children in their care, we will not allow our own lifestyle values to influence our attitudes towards the children or their families, and any information given to us regarding a child or family will be treated confidentially. We will be receptive to the views and ideas of all parents/carers and will take into account the different skills they have to offer. Parents/carers are welcome to help their children settle in at the pre-school if their child is upset, and may stay until all parties feel secure. We will endeavour to supply parents/carers with information about the Nursery, and to inform them of our themes. If a parent/carers has any difficulty for whatever reason in understanding the written policies or any information regarding the pre-school, they are welcome to speak to the pre-school manager or deputy manager, and this will be treated in confidence.

Please inform us in confidence of any events, upsets or changes which may affect your child’s behaviour in any way. Our commitment will always be to protect children of any harm, please read our **Safeguarding policy**.

Working in Partnership with other agencies

We work in partnership with local and national agencies to promote the well-being of all children.

Procedures

- We work in partnership or in tandem with, local and national agencies to promote the well-being of children. Procedures are in place for sharing of information about children and families with other agencies.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected. We follow the protocols for working with agencies, for example on Child Protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other children during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family. When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, or organisations promoting childcare and education.

ICT

ICT stands for 'Information, and Communication and Technology'. This means ALL the technology around us.

At Nutkins we have a laptop and printer. These are used to support the children's development in Numeracy and Literacy skills using appropriate software. There are opportunities to practice their ICT skills using drawing packages. We also have a number of programs that support Knowledge and Understanding of the World.

We have a child-friendly digital cameras that the children have free access to.

Staff use a digital camera to record evidence for their key children.

We also have several V-Tech toys and equipment, torches, keyboards and phones, programmable and remote control toys, a music step pad and more!

Keeping Safe

- Ensure children are able to see the screen without straining their necks; they should be looking straight ahead or slightly down at the screen, NOT up.
- Ensure children can put their feet flat.
- Ensure the table has enough room to move the mouse and touch the keyboard.
- Ensure all leads are out of the way and that extension leads are not stretched over children's play areas. If sockets do not have a plug make sure they are fitted with safety plugs.
- Model safe use and involve the children about electricity, wires and keeping safe.
- Children are encouraged to share and wait for their turn.
- A timer is used to ensure that the children spend no longer than 20 minutes at the computer. Staff are always nearby to ensure that children do not spend too long at the computers.

Photographs -

- Parents sign permission slips for photos to be used in displays, within the setting and for our records. Parents can choose for the photos not to be used for any of these.
- Staff agree that photos will not be used inappropriately and should not be used for anything other than putting in Learning Journeys or displays.
- Photographs can ONLY be taken on the settings camera. Staff must NOT use their mobile phones to take pictures of children in the setting, unless using to put photos on Facebook – In this case they must be deleted straight away.

Special educational needs

All staff members at Nutkins Nursery are committed to meeting the requirements of the special educational needs (SEN) code of practice.

Our aim is for all children with SEN to reach their full potential, and to meet this Nutkins will:

Welcome all children to our Nursery

Ensure early identification of any child with any form of SEN through relevant monitoring, observing and recording of all children's progress.

Provide time to meet and listen to parents continually, building a partnership where information can be shared regularly.

Children who have or are identified in having a SEN.

Nutkins Nursery will;

Identify assess and review individual needs on a regular basis.

Provide a broad, balanced and purposeful early year's curriculum.

Provide activities which can be adapted to individual needs, making the curriculum accessible to all children.

Provide additional resources and help for children with SEN when needed.

Listen to and work in partnership with parents/carers, sharing observations and planning on a regular basis, consulting and meeting any outside agencies at a time which will be most convenient to parents.

Staff will be flexible in their support, promoting joining in and inclusion.

Staff will be good role models, respecting and valuing all children.

We will develop all children's understanding and respect for differences and for different cultures through our early year's curriculum.

Continue working with outside agencies, including our area Senco and The Children's Centres

Share information with the Nursery/setting that the child will transfer to making the transition as successful as possible with the permission of parent/carers.

Nutkins special educational needs co-coordinator is Michelle Harris.

Behaviour Management

Nutkins Behaviour Management Co-coordinator is Ria Connellan

We believe children will enjoy being in an environment in which they know what is expected of them and where they can play and develop in a safe environment without fear of harm. To enforce this we would like children to respect each other and to respect and take care of activities and toys; i.e. not to throw toys or purposely break them. Children will be praised for good behaviour, such as kindness, sharing, politeness and helpfulness. Physical punishment will under no circumstances be threatened or used on children. Adults will not shout or speak in a threatening manner. Techniques intended to single out and humiliate individual children such as the “naughty chair” will not be used.

In cases of misbehaviour such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately by means of explanation, and if necessary the child will be redirected to an alternative activity.

In cases of misbehaviour such as bad language, the unacceptability of the behaviour will also be made clear immediately.

If a child’s unacceptable behaviour persists, the parent/carers will be informed of this and will be invited to discuss the matter further with their child. Parents and staff will work together providing continuous response and set boundaries (see appendix 2)

Staff and any adults in the group will work by the above and will be expected to behave in a friendly, caring and courteous way towards each other, the parents and the children, providing a positive role model for children. Parents may find **Managing unwanted behaviour** procedures helpful at some stage in their child’s development.

Managing unwanted behaviour Procedures

We aim to use positive preventative strategies to avoid unwanted behaviour rather than have to deal with it. This means making sure that children are well supervised and have interesting activities. It is important that unwanted behaviour is dealt with sensitively. Picking up and removing a child from a situation is only to be used as a last resort and only by staff trained to do so. Intervention needs to be prompt and calm. Parents may find the following strategies helpful in dealing with unwanted behaviour at some stage in their child’s development. There are several ways in which to intervene which usually ends any situation effectively and quickly such as;

Through eye contact / facial expression. Saying a determined "No"

Explain the consequences of children's actions. Time out.

Time out is not to punish the child, but simply to allow them to calm down, an adult will talk to them about why they have been placed there and then allowed to calm down. Children will not be made to feel that they are being rejected but rather that we are helping them to avoid conflict. Time out is a safe area in the setting where they cannot hurt themselves or others. It is where they can sit for a few minutes to calm down or to think about their actions.

Attention seeking behaviour

Children show this type of behaviour at times; it may include answering back, making noises and challenging instructions. Tantrums can also be used as a way of attention seeking.

It is often best to ignore attention-seeking behaviour unless it is dangerous. By challenging it you may be teaching the children that they can get attention in this way.

Praise children when they show appropriate behaviour to teach them that positive behaviour is the best way to gain attention. Look for the positive not the negative in children's behaviour. A guide to alternative ways to deal with negative behaviour is at the end of these policies.

We operate a "Traffic Light" system in all of our settings – All children start on the Green light and if they display unwanted or negative behaviour they are moved down to the Amber light, and finally the Red Light where the Time out system will take effect. The children respond well to this system.

At this age children are learning how to behave appropriately. Many of the things they do are normal for their stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

We do this by:

Noticing and acknowledging positive behaviours, using clear and consistent boundaries across the preschool, Explaining the consequences of some behaviours and offering choices, Involving the children in problem-solving by using the conflict resolution steps (see Appendix 1) Sharing information with parents/carers about their children's behaviour both in the centre and at home (see Appendix 2). Providing strategies to support turn-taking e.g. using a sand-timer or turn taking games. Communicating and modelling positive behaviour, using a variety of strategies and props e.g. makaton, gestures, visual timetables and puppets, Recognising and acknowledging feelings to encourage empathy, Creating an environment that minimises conflict e.g. ensuring there are sufficient resources, Providing planned opportunities to discuss behaviour and feelings e.g. at PSE circle time (see PSED policy).

Appendix 1 – Conflict Resolution Steps

Approach calmly and with an open mind, Walk over and get down to their level, Acknowledge feelings Say "I can see you're feeling hurt/cross/upset/angry", Gather information from both sides, Say "What's the problem?", Restate the problem, Say "so the problem is..." Ask for solutions and choose one together, Say "I wonder what we can do to solve the problem/help you feel better?", Be prepared to give follow-up support, Keep an eye out for what happens next and give further support if needed.

Appendix 2 – Parent/Carer Involvement

Working in partnership with our parents/carers is integral to the success of this Behaviour Policy. In order for it to work in practice, their contribution is vital.

We will achieve this by:

Sharing the expectations of behaviour at the centre, through informal and formal discussions with individuals and groups of parent/carers, Talking to individual parents/carers about all aspects of their child's behaviour on a daily basis, as well as at regular parent/carer conferences. Being fair, non-judgemental and consistent when discussing children's behaviour with parents/carers, Providing extra support for parents/carers to help manage children's challenging behaviour e.g. through Family Support Services and outside agencies.

We hope parents/carers will feel able to: Inform us of any relevant changes to their circumstances which may affect their child's behaviour e.g. new baby, moving house, bereavement, divorce, separation or hospitalisation. Re-enforce expectations of positive behaviour by talking to their child at home, actively support staff at the preschool in implementing positive behaviour strategies. Be a positive role-model for their child

Positive Restraint Policy

Every child attending our preschool has a right to recognition of their unique identity, be treated with respect and dignity, learn and work in a safe environment, be protected from harm, violence and acts of verbal abuse.

We aim to help children take responsibility for their own behaviour. This will be done through a combination of approaches including:

- Positive and consistent role modelling;
- Providing a stimulating, interesting and challenging learning environment;
- Setting and enforcing appropriate boundaries and expectations;
- Providing positive feedback

However there are very occasional times when a child's behaviour presents particular challenges that may require physical handling. There are two main types of handling:

Positive Handling

The positive use of touch is a normal part of human interaction. We will exercise appropriate care when handling children.

We will use positive handling in appropriate situations for example:

- Giving guidance to children (such as how to hold a paintbrush or when balancing/climbing)
- Providing emotional support (such as placing an arm around a distressed child). There may be occasions (for example if a child is hurt/very upset) when a member of staff may feel it appropriate to hug a child to console them.
- Physical care (such as first aid or toileting)
- Hand holding providing the child is compliant and it is not as a restraint.

Restrictive Physical Intervention

This is when a member of staff uses physical force intentionally to restrict a child's movement against his or her will. In most cases this will be through the use of the adult's body rather than mechanical or environmental methods.

Physical restrictive handling will be used as a last resort when all other possible de-escalation skills have been used and where there is a significant risk of harm occurring, for example when:

- A child is injuring themselves or others
- A child is damaging property

Staff will aim to prevent the use of physical restrictive handling by using positive behaviour management unless the situation calls for immediate action and will only be used to restore safety for all children.

Only staff who have attended relevant training may use physical restrictive handling if a child is trying to leave the setting and would be at risk of harm.

The policy extends beyond the setting boundaries when staff has charge of children off site.

Physical Restrictive Handling will never be used out of anger or as a punishment, and will always be necessary, reasonable and proportionate.

Methods

A member of staff who knows the child best, typically their key person or back-up key person will be involved in keeping the child safe. All other methods of behaviour management will be considered/used before any physical intervention is used.

This would include a range of approaches such as humour, relocation and offering choices.

Where an individual child's behaviour means that they are likely to require physical restrictive handling, we will discuss this with the parents and set out a physical handling plan. This plan would specify the staff member and other methods to be used to support the child and maintain their physical and emotional health. Other professionals appropriate to the child may be consulted in the making of the plan.

These plans will be reviewed at least half termly and more often if there are major changes in the child's behaviours. Where it is judged necessary, staff will:

- Aim for side by side contact between adult and child to reduce the risk of being injured;
- Aim for no gap between the adult and child body to reduce the risk of impact and damage;
- Aim to avoid holding the child at joints to avoid pain and damage;
- Aim to avoid lifting the child;
- Aim to not restrict the child's ability to breathe;
- A child will never be forced to spend time alone in a locked room.

After Physical Restrictive Intervention the situation will be reviewed and a handling plan will be made.

Recording and Reporting

The preschool Manager/Deputy will inform the parents as soon as possible – usually by telephone.

The Manager/Deputy and staff member(s) involved will record and report the incident within 24 hours. The parents will be given a copy of the report. The incident may also be noted in other records such as accident/incident records.

It is distressing to be involved in a Restrictive Physical Intervention, whether as the adult doing the holding, the child being held or observers. Support will be given to the child so they understand why they were held. This conversation will happen when all are calm enough to talk productively and the child can understand. A record will be kept about how the child felt about this. Staff may have similar conversations with children who observed the incident. Parents of these children will be informed. Support will be given to the staff involved, directly or as observers. The staff will have an opportunity to share what happened with other members of staff.

We aim that the after-incident support will repair any potential strain to the relationship between the child and adult. Staff will review the individual behaviour plan so that the risk of needing to use Restrictive Physical Intervention again is reduced.

Monitoring

We will only monitor the use of Restrictive Physical Intervention to help identify trends, therefore to develop our ability to meet the needs of children without the use of Restrictive Physical Intervention.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to ‘goodies and baddies’ and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of ‘teachable moments’ to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.
- We do not allow children to bring in toy guns or weapons, however if they choose to use their imagination with the open ended resources in the setting then practitioners will support them with their imagination, ensuring they reinforce right from wrong and the preschool rules

Alternative methods of dealing with Aggressive or Negative behaviour

Children resort to aggressive behaviours because of a lack of wisdom and self-control. It is not a sign that a child is hateful or mean. Children are human beings and human beings will get angry, we can't prevent that. What we can do is teach our children how to handle their frustration and anger in appropriate ways. If your child uses these physical acts to express their feelings, use some of the following tips to change their behaviour.

Intercede before it happens

Watch the child during playtime. When you see them becoming frustrated or angry – intervene. Coach them through the issue. Teach them what to do, or model what to say to them or if they seem too upset to learn, redirect their attention to another activity until their emotions level out.

Teach and explain

It's one thing to tell a child what not to do or to step into an argument and solve it yourself. It's another thing entirely to teach them what to do in advance of the next problem. This can be done through role-play, discussion, and reading a few children's books about angry emotions.

Examine hidden causes

Is the child hungry, tired, sick, jealous, frustrated, bored or scared? If you can identify any feelings driving your child's actions, you can address those along with the aggressive behaviour.

Give more attention to the injured party

Often the child who hits gets so much attention that the action becomes a way of gaining the spotlight. Instead, give more attention to the child who was hurt. After a brief statement, “No hitting!” turn and give attention to the child who was wronged, “Come here and I will give you a hug and read you a book.”

Teach positive physical touches

Show the child how to hold hands during a walk. Teach a few physical games, like tag or cat's cradle. Under direct supervision, children who are more physical can gain a positive outlet for their physical energy.

Teach the clapping method

Tell a child to clap their hands whenever they feel an urge to hit. This gives them an immediate outlet for their emotions and helps them learn to keep their hands to themselves. An alternate is to teach them to put their hands in their pockets when they feel like hitting. Reward with praise anytime you see they are successful.

Give your child a time out

To use Time Out when a child acts out aggressively, immediately and gently take the child by the shoulders, look them in the eye and say, "No hurting others, time out." Guide the child to a chair and tell them, "You may get up when you can play without hitting." By telling them that they can get up when ready, you let them know that they are responsible for controlling their own behaviour. If the child gets up and hits again, say, "You are not ready to get up yet," and direct them back to time out.

Avoid play hitting and wrestling

Young children who roughhouse with a parent or sibling during play time might then use these same actions during non-wrestling times. It can be hard for them to draw the line between the two. If you have a child who has trouble controlling his physical acts, then avoid this play

Don't lose control

When you see the child hurting another child it's easy to get angry. This won't teach your child what they need to learn: how to control their emotions when others are making them mad. You are mad at them, so they'll be watching how you handle your anger.

Safeguarding policy and procedures

Statement of intent

Nutkins Nursery will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Safeguarding and promoting the welfare of children is everyone's responsibility. The child's best interests must be considered at all times. Everyone who comes into contact with the child has a role to play in identifying concerns, sharing information and taking prompt action.

Procedures

We carry out the following procedures: We are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

Staffing and volunteering

Our designated person/s who co-ordinates Safeguarding concerns is

Jane Mitchell, in her absence the Designated Safeguarding lead is Linda Critchell

- Our designated officer who oversees this work is **Claire Lakin**
- We ensure all staff and parents are made aware of our safeguarding policies and procedures.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within Pre-School are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Criminal Records Bureau before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and Criminal Record Bureau checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised.
- We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- All staff must complete an annual disqualification declaration and suitable persons update form.

The Preschool is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried a child is being abused' (HMG 2006.)

Method

Responding to suspicions of abuse

We acknowledge that abuse of children can take different forms - physical, emotional, sexual, neglect, peer on peer, radicalisations, bullying, sexual exploitation, online and cyber, truancy and FGM.

- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.
- Where such evidence is apparent, member of staff makes a dated record of the details of the concern and discusses what to do with the setting leader or manager who is acting as the 'designated person'. The information is stored on the child's personal file.
- We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigations. This is the Duty and Referral Team at Havering – (during office hours) 01708 433222, (outside office hours) 01708 433999. This is done initially by telephone, followed by a Written Report (If applicable). ALL CONCERNS SHOULD BE REFERRED TO THE DUTY AND REFERRAL TEAM, even if an allocated Social Worker or Family Support Worker is in place. ALL TELEPHONE CALLS, CONCERNS, VISITS ETC MUST BE WRITTEN DOWN.

NB in some cases this may mean the police or another agency identified by the Local Safeguarding Children's Board. The Havering Safeguarding Children Board tel number is 01708 433528

Staff in the setting take care not to influence the outcome either through the way they speak to children or by asking questions of children.

- We use the detailed procedures and reporting format contained in the London Child Protection Procedures (2010) when making a referral to children's social care or other appropriate agencies.

Recording suspicions of abuse and disclosures

Where a child makes comments to a member of staff that gives cause for concern (disclosure), observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect that a member of staff:

- Listens to the child, offers reassurance and gives assurance that she or he will take action;
- Does not question the child;
- Makes a written record that forms an objective record of observation or disclosure that includes:
 - The date and time of the observation or disclosure;
 - The exact words spoken by the child as far as possible;
 - The name of the person to whom the concern was reported, with date and time; and
 - The names of any other persons present at the time.

These records are signed and dated and kept in the settings safeguarding file which is kept securely and confidentially.

Making a referral to the local authority social care team

The London Safeguarding Board details procedures for making a referral to the local duty and referral team. We also refer to the "Quick Referral Flowchart" (attached). This is based on 'What to do if you're worried a child is being abused' (HMG 2006).

- We keep a copy of this document and follow the detailed guidelines given.
- All members of staff are familiar with the Child protection record and follow the procedures for recording and reporting.

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 Local Safeguarding Children Board does not allow this.
- This will usually be the case where the parent is the likely abuser. In these cases, the investigating officers will inform the parents.

Liaison with other agencies

We work within the Local Safeguarding Children Board guidelines

- We have a copy of 'What to do if you're worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority in child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy in any emergency for the setting and social services to work well together.
- We notify the registration authority (Ofsted) of any incident and any changes in our arrangements which may affect the wellbeing of children.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.
- If a referral is made to the local authority social care department, we act within the area's Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.

Allegations against staff

We ensure that all parents know how to complain about staff or volunteer action within the setting; or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse. We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff or volunteer or anyone living or working on the premises occupied by the setting has abused a child.

- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer or anyone living or working on the premises occupied by the setting may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the local authority's LADO department to investigate. We also report any such alleged incident to Ofsted and what measures we have taken.
- We co-operate entirely with any investigation carried out by social services in conjunction with the police.
- Where the management feel it is appropriate in the circumstances, the preschool will suspend the member of staff on full pay, or the volunteer for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process. The target timescale for the resolution of this investigation will be as soon as possible.

Disciplinary action

Where a member of staff or a volunteer is dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Independent Safeguarding Authority (ISA) of relevant information so that individuals who pose a threat to children (and vulnerable groups) can be identified and barred from working with these groups.

The preschool is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect and so that they are aware of the local authority guidelines for making referrals.

- We ensure that all staff know the procedures for reporting and recording their concerns in the setting.
- All staff are given yearly training to refresh their knowledge and understanding of child protection.

Planning

The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one to one situation without being visible to others.

Curriculum

We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be 'strong, resilient and listened to' and so that they develop understanding of why and how to keep safe.

- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Intimate Care Policy / One to One

This policy relates to a) SEN - working with children on a one-to-one basis b) toileting and nappy changing. The follow procedures are to be put in place by all members of staff.

a) Staff may work on one-to-one basis, in a separate area to the rest of the children, for SEN purposes only. This must be documented and agreed on by the setting SENCO/Manager and the parent/s of the child. Documentation must be approved and signed by the setting SENCO/manager and parent/carer. The amount of time spent with the child on a one-to-one basis in a separate room/environment from the other children must be documented each time and signed by the SENCO/manager and parent/carer. This document must remain in the SEN folder. Areas where the SENCO/staff member may work alone with the child are: Main room, outside. The door left should be left open unless by doing so makes it unsafe for the child/children. The member of staff with the child must ensure that they stay within easy visibility of the setting's windows. The curtains in the window must not be drawn closed.

b) Toileting and nappy changing. Before changing a child's nappy staff must first prepare the nappy changing area and collect the changing box, nappies and/or child's change of clothes before taking the child into the nappy changing area

- The door must remain open at all times whilst the nappy changing is occurring.
- Staff must not spend more than 5 minutes alone with any one child in the bathroom area
- Staff must not enter a toilet with a child and close the door

- The changing of a child's clothes must be done in an open area visible to other staff
- Children's nappies or underwear must not be changed in front of other parents or adults visiting the setting.

If a visitor or parent is in the room when a child is using the toilet or being changed, the member of staff must call another member to support them whilst the door is pulled closed. The door however MUST stay ajar and the second member of staff must be within visual and hearing distance.

No volunteer/visitor/cover or member of staff without an enhanced CRB is allowed to perform the above duties.

Recognising concerns, signs and indicators of abuse

Safeguarding is not just about protecting children from deliberate harm. For our setting it includes such things as child safety, bullying, racist abuse and harassment, visits, intimate care and internet safety etc. However it must be acknowledged that technology itself will not present the greatest risk, but the behaviours of individuals using such equipment will. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child. Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

Physical Abuse

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchausen's Syndrome by Proxy.

Emotional Abuse

Emotional Abuse is where a child's need for love, security, recognition and praise is not met. It may involve seeing or hearing the ill-treatment of someone else such as in Domestic Violence or Domestic Abuse. A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting, threatening or undermining toward a child or other family member. It can also occur when children are prevented from having social contact with others or if inappropriate expectations are placed upon them. Symptoms that indicate emotional abuse include:

- Excessively clingy or attention seeking.
- Very low self-esteem or excessive self-criticism.
- Withdrawn behaviour or fearfulness.
- Lack of appropriate boundaries with strangers; too eager to please.
- Eating disorders or self-harm

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may include physical contact both penetrative and non-penetrative, or viewing pornographic material including through the use of the internet. Indicators of sexual abuse include: allegations or disclosures, genital soreness, injuries or disclosure, sexually transmitted diseases, inappropriate sexualized behaviour including words, play or drawing.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs which can significantly harm their health and development. Neglect can include inadequate supervision (being left alone for long periods of time), lack of stimulation, social contact or education, lack of appropriate food, shelter, appropriate clothing for conditions and medical attention and treatment when necessary.

What to do if you are concerned

If a child or vulnerable adult makes a disclosure or allegation of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully.
- Reassure them that they have done the right thing in telling you.
- Do not investigate or ask leading questions.
- Let them know that you will need to tell someone else.
- Do not promise to keep what they have told you a secret.
- Inform your Safeguarding Designated Officer as soon as possible.
- Make a written record of the allegation, disclosure or incident which you must sign, date and record your position using the setting safeguarding record log forms.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Safeguarding Designated Officer. Where those concerns relate to the Safeguarding Designated Officer however, this should be reported to the Proprietor using the settings 'Whistle blowing' policy.

Related Setting Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as child health and safety, bullying and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, setting security, drugs and substance misuse, etc. There may also be other safeguarding issues that are specific to the local area or population' Safeguarding Children and Safer Recruitment in Education DfES 2007.

This policy will cross reference to related setting policies and other protocol especially those listed below:

- Whistleblowing
- non collection of a child
- Missing Child
- Use of Mobile Phones and Camera's
- Illness, medication, accidents and incidents
- Student Placements
- Equality and inclusion
- Special Educational Needs
- Attendance
- Prevent duty
- Working in Partnership with other Agencies and parents
- Data protection
- Internet Safety
- Staff code of conduct

Current Safeguarding Issues including FGM

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England for example, female genital mutilation. We do not condone practices that are illegal and which are harmful to children and any concerns we have will be referred to our local safeguarding team.

Safeguarding Disabled Children

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children.

Disabled children do however require additional action. This is because they experience greater risks and 'created vulnerability' as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (Safeguarding Children, DCSF, July 2009) Nutkins will ensure that our disabled children are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

Safer Recruitment and Selection

We need to ensure that all staff recruited to work with children and young people are properly selected and checked. At Nutkins we will ensure that those dealing with recruitment have received the appropriate recruitment and selection training. All of our staff are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the key safeguarding Employment Standards. Safer Recruitment procedures are followed which included obtaining at least 2 references from new staff. Application forms are completed, along with an interview and a practical assessment. DBS/CRB checks are carried out.

Domestic Abuse

The Government defines domestic abuse as "Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality". Staff need to understand what is required of them if children are members of the household where domestic abuse is known or suspected to be taking place. Our policy includes action to be taken regarding referrals to the Police and Children and Young People's Services and any action to be taken where a member of staff is the alleged perpetrator or victim of domestic abuse. At Nutkins we will follow our safeguarding policy and report any suspected concerns regarding Domestic Abuse to the relevant agency.

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- A parent.
- A person who is not a parent but has parental responsibility.
- A close relative.
- A Local Authority.

for more than 28 days and where the care is intended to continue. It is a statutory duty for us at Nutkins to inform the Local Authority via MASH where we are made aware of a child or young person who may be subject to private fostering arrangements.

Confidentiality

All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the London Safeguarding Children's Board.

Support to families

We believe in building trusting and supportive relationships with families, staff and volunteers in the group.

- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, monitoring of the child and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

Disqualification by Association

According to guidance issued by the DfE, to supplement KCSIE (Keeping Children Safe in Education, July 2015) staff can be disqualified from their employment by their association with others. This will apply if staff "knowingly"

- Work with or share a household with someone who is disqualified from working with children. This includes partners, children, foster children, house-share colleagues/persons and/or lodgers.
- It is the responsibility of individual staff members to inform setting management that they are aware of, or have become aware that they are living with a disqualified person in their household.
- If setting management are informed of any disqualification by association via a third party it will be treated as an allegation and disqualification from their position will be immediate.

Legal Framework

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)
- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Human Rights Act (1999)
- Race Relations (Amendment) Act (2000)
- Race Relations (Amendment) Act (1976) Regulations
- Equalities Act (2006)
- Data Protection Act (1998) Non Statutory Guidance

Further Guidance

- Working together to Safeguard Children (2015)
- What to do if you're Worried a Child is Being Abused (HMG 2006)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework (2006)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing: Practitioners' Guide (HMG 2006)
- Independent Safeguarding Authority: www.isa.gov.org.uk
- Prevent Duty (2015)

Useful Telephone Numbers

Children's services (Ofsted) 0300 123 1231

NSPCC 0800 800 5000

Police Station (Romford) 01708 751212

Havering Duty and Referral Team (during office hours) 01708 433222

Havering Duty and Referral Team (outside office hours) 01708 433999

Havering Safeguarding Children Board 01708 433528

Lisa Kennedy - LADO - 01708 431653

E-Safety

We have a commitment to keeping children safe and healthy therefore the e-safety policy operates at all times under the umbrella of the safeguarding policy.

Published content on the nursery web site

- The contact details on the web site should be the nursery address, e-mail and telephone number. Staff or pupils personal information will not be published.
- The owner will take overall editorial responsibility and ensure that the content is accurate and appropriate.

Information System security

- Nursery ICT systems and security will be reviewed regularly.
- Virus protection is installed and regularly updated.

Personal data

- Personal data will be recorded, processed, transferred and made according to the Data Protection Act 1998.

Assessing Risks

- The nursery will audit ICT use to establish if the e-safety policy is adequate and that the implementation of the e-safety policy is appropriate.

Communication of Policy

Staff/ Volunteers

- All staff / students or volunteers will be expected to read and understand the nurseries e-safety policy and its importance explained.
- Staff, need to be aware that internet traffic can be monitored and traced to an individual user.
- Discretion and professional conduct is essential when using the internet.
- Staff /students or volunteers will not discuss individual children or the nursery on facebook, twitter or any other social networking site.

Parents

- Parent's attention will be drawn to the nursery e-safety policy in newsletters and the welcome booklet.
- Parents should not upload photographs or video recordings that include children other than their own, which they may have been taken at a nursery event, on social networking sites such as facebook or twitter.
- Parents should not post comments about other children or members of staff on facebook / twitter or make comments on, on-line chat rooms.
- Parents may find the following web sites useful;-

www.thinkUknow.co.uk

www.childnet-int.org

www.getsafeonline.org

E- Safety Complaints

- All complaints of internet misuse by a senior member of staff will be dealt with by a senior Manager.
- Any complaints of internet misuse by a member of staff will be referred to a Manager.
- Complaints of a child protection nature must be dealt with by the Child Protection Officer in accordance with Child Protection Procedures.
- Parents and Staff will be kept informed of any procedures /Complaints

Child Observations

In order for the Nursery to continue to improve and maintain a good quality education, the staff will observe the children in the setting whilst at play. This helps to plan, prepare and organise the curriculum whilst keeping the children's records up to date.

Written parental consent is included in the Nursery registration pack.

The most usual form of observations will be written. These are factual observations of the child, which include the date. These will be what the child is doing, saying and record any activities.

The staff work as a team with each individual member of staff being a key person to a number of children. Each key person is responsible for keeping their children's records up to date ensuring that they are completed showing your child's progression whilst building up a holistic picture of the child's development.

Progress reports based on these observations will be given to the parents during the year as well as annual parent/teacher meetings. However, we are happy to discuss your child's progress at any time throughout the year. Transition forms will be completed when your child is moving to school and parents are asked to sign these. Staff will respect the confidentiality of all information.

Staff may take learning journeys home to update, however they must be taken straight home and kept as confidential as possible. They should also be at the setting every day in order for them to be viewed by management as and when needed. Observations will be carried out discreetly and will not interfere with the children's routine.

Use of Imagery Policy (Photos/Video)

For the purposes of this policy, imagery includes any images taken by camera (video, film and digital)

At Nutkins, we recognise that it is important to celebrate the achievements and progress of children and make a record of them. Occasionally, we may also use the press so that the wider community can celebrate in these achievements and successes. Similarly, we recognise that Parents/Carers may also want to keep a photographic record of their child's achievements in Playgroup. Alongside this we also have a duty to safeguard the welfare of children generally and to protect any individual child who may be particularly vulnerable.

Staff take photos and videos of children in order to record significant steps in the learning and development of the children. These photographs are generally kept within individual children's learning portfolios, although may also be used on wall displays. These photos are taken using the Nursery camera only and printed off using a photo printer. The photos are then deleted from the computer memory. Photos will not be stored.

Parents/Carers are able to take photos and videos of their children taking part in specific Playgroup activities, for private use only. The Staff, supported by the parents are responsible for ensuring that pictures and images taken of children are done so in a way that reflects the protective ethos of the Playgroup. We therefore need to ensure that parental use of photography and video is monitored and protected for the benefit of children and their parents in accordance with the following guidance:

- Parents will be informed of designated areas and times where photography/video recording will be allowed (e.g. Sport's Day, Facebook page).
- Parents will be asked to sign giving permissions for their child to be photographed during Nutkins activities.
- If using a video camera or still camera please take all necessary steps to prevent obscuring other people's view.

All Parents/Carers will be asked to complete a consent form and return it to Nutkins. If, at a later date, they wish to make any amendments to their answers, they must put these in writing.

Health and Hygiene Policy

Food and drink

Children are offered a daily snack; most often this is a selection of fruit to choose from, a food from the carbohydrate source and a drink of milk or water. Parents are asked to contribute £10.00 per term towards the snack.

Children have opportunities to take part in cooking preparing and tasting different foods regularly.

Parents must inform us initially on their child's registration form of all allergies cultural or medical needs. Parents will be asked to sign a consent form for their child to receive snacks provided by the other parents in the setting.

All staff will be made aware of these needs by the manager and noted in detail in the appropriate book. They will also be displayed in a prominent place.

Hygiene

All adults and children will wash hands after using the toilet, and before handling food.

Paper towels will be used

Children will dispose of used tissues hygienically.

No adult will sneeze or cough on food.

Any food contaminated by a child will be thrown away.

Surfaces will be kept clean with appropriate cleaner.

Smoking is not allowed on the premises

All food will be stored safely.

Staff and students are made aware of the need to wear rubber gloves and show particular care dealing with and disposing of bodily fluids.

Staff are aware of how infections, including HIV can be transmitted.

Soiled clothing will be stored in a tied plastic bag and returned to parent.

Soiled nappies will be put in a sealed nappy sack and returned to parent for safe disposal.

Blood and vomit will be cleaned up immediately cloths used will be disposed of safely. All affected areas will be disinfected. Any fabrics will be washed in hot water.

The Health and Safety co-ordinator is Kerry Payne

The safety of young children is of paramount importance: In order to ensure the safety of both children and adults we will ensure that :

- 1) All children are supervised by adults at all times and are always within sight of an adult.
- 2) Any accidents/ incidents will be recorded in the relevant book and signed by parent/carers
- 3) Regular safety monitoring will include checking of any accident/Incident records
- 4) All adults are aware of the exit/arrival / toilet / fire drill systems
- 5) Children will only leave the room with authorised adults
- 6) Safety checks and a risk assessment is made before every session
- 7) Equipment is checked regularly and any broken/damaged toys/items replaced or repaired
- 8) Fire doors are clearly marked and never obstructed
- 9) All dangerous materials are stored in a locked cupboard and out of reach of children
- 10) Children do not have access to kitchens or cupboards storing hazardous materials
- 11) Adults do not walk around with hot drinks or place drinks within a child's reach.
- 12) Fire drills are held at least once a term and recorded
- 13) There is no smoking in any part of the building... any staff member found to be not following this policy will be subject to disciplinary actions.
- 14) A correctly stocked first aid box is available at all times
- 15) Equipment offered to the children is developmentally and age appropriate, and have the relevant safety checks / kite marks.
- 16) All children and adults are recorded on the daily register and head counts taken regularly.
- 17) Staff attend regular training sessions on Food Safety, Health and Safety, First Aid and Manual Handling.
- 18) Children are made aware of health and safety issues through discussions, planned activities and routines.
- 19) Adults are provided with guidance about safe storage, movement, lifting and erection of large pieces of equipment.
- 20) Windows and doors are kept secure
- 21) We take precautions to prevent children's fingers from being trapped in doors.
- 22) All floor surfaces are checked regularly to ensure they are clean, tidy and dry.
- 23) Heaters are protected to ensure that children cannot burn or scold themselves
- 24) The layout of the toys and activities are set up to allow adults and children to move safely and freely around the setting
- 25) All materials including paint and glue are non-toxic
- 26) Sand is clean and suitable for children's play

Legal Framework

Health and safety at Work Act (1974)

Management of Health and Safety at Work Regulations (1992)

Electricity at work Regulations (1989)

Control of Substances Hazardous to Health Regulations (COSHH) (2002)

Manual Handling Operations Regulations 1992

Risk assessment

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

The basis of this policy is risk assessment:

- Identification of risk: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, etc.?
- Assessment as to the level of risk as high, medium, low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What we need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review:

Procedures

- Our risk assessments are carried out daily by the Health and Safety Officer. Our risk assessment process covers adults and children and includes:
 - checking for and noting hazards and risks indoors and outside, and in our premises and for activities;
 - assessing the level of risk and who might be affected;
 - deciding which areas need attention; and
 - developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- Risk assessments are reviewed annually or earlier if appropriate.
- We maintain lists of health and safety issues, which are checked daily before the session begins as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.

Legal framework

- Management of Health and Safety at Work Regulations 1992

Recording and Reporting of Accidents and Incidents

Any accidents which occur in the setting are recorded in the accident book. These details include the child's name, time of accident, injury received, action taken, how the accident happened, any treatment given and is signed by the staff member who dealt with the accident and any witnesses. The child's parent/carers is then asked to countersign the book when the child is collected. All accident reports must be countersigned by the setting Manager/Deputy Manager.

Incidents which may occur include break in, burglary, theft, fire, flood, gas leaks, attack on a member of staff or parent on the premises, death of a child, a terrorist attack, intruder or any racist incident involving staff or family at the setting,

Illness / Medication

Unwell children

Parents are asked to keep their child at home if they appear unwell or have any infection, please tell us of any contagious illnesses so we can inform other parents and be alert in identifying possible symptoms in others.

Vomiting and diarrhoea infections can spread quickly. Children must not return to Pre-school for at least **48 hours** after last attack.

When a child becomes unwell while in our care a staff member will stay with them while another contacts parent/carers by phone, (please keep your contact numbers up to date).

Emergencies

Parents give permission for a member of staff to accompany their child to hospital in an emergency situation when they complete a registration form.

All contact numbers will be tried informing Parents as soon as possible.

Health care plans

We will work in partnership with parents and relevant professionals to develop an appropriate health care plan when necessary.

Staff will be given written instructions, advice and when needed training by health professionals and parents.

Children's medicine

Written consent will be obtained from parent/carers giving clear instruction about dosage, administration and permission for a member of staff to administer medicine to their child.

Medicines must be in their original container, clearly labelled with the child's name, dosage and any other instructions Medicines will be kept in a lockable cupboard. Prescription Medicines can only be administered by staff if they have been prescribed by a Doctor, Nurse, Dentist or Pharmacist (medicines containing aspirin should only be given if prescribed by a doctor).

Medication book

This will record: Child name, Time or circumstances medication should be given, Date and time medication is given, Staff signature who administered medicine, Signature of parent acknowledging medicine given

Curriculum

Children will be encouraged and supported to practice skills needed to increase their personal independence.

Children will begin to understand the importance of good hygiene routines and the affects exercise and food can have on their body.

All children have the support of a key worker who will observe record and discuss in confidence a child's progress and wellbeing with the parent/carers.

We are committed to the policy of " Learning through Play" providing activities and resources which are fun and educational.

We plan activities which enable all children to reach stepping stones, based on the framework within the ' Early years foundation stage curriculum'

Staff interact with the children by encouraging them to try things for themselves whilst supporting them. They use positive praise and encouragement and make regular observations to ensure each child is learning and developing. Next steps are written regularly and activities planned to make sure that they are achieved so that each child can progress.

The prime areas

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical development

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social and emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

The specific areas

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the world

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Confidentiality

The Pre-schools work with children and their families will sometimes bring us into contact with confidential information. To ensure that all those using and working in the pre-school can do so with confidence, we will respect confidentiality in the following ways;

- Parents will have ready access to the files and records relating to their own child but will not have access to information about any other child.
- Staff will not discuss individual children other than for the purposes of curriculum planning, assessing without parent/carers consent. We work in liaison with staff outside the group including health visitors, social workers and paediatricians to meet children's specific needs with written consent from parent/ carers.
- Information given to the Pre-school Manager or key worker by parents/ carers will not be passed to any other adults without prior consent unless we feel the child is in danger of neglect or abuse.
- We are committed to the safety and wellbeing of the children in our care.
- All children's information, records and details will be kept in a locked cupboard when not in use.

It is considered good practice that staff do not share their personal contact details with parents/carers in order to maintain a professional relationship. Any member of the Pre-School staff not adhering to the agreed confidentiality policies or procedures will be subject to disciplinary procedures.

Equality and Diversity Policy

Our named equal opportunities coordinator is Joanne Fowler

Nutkins is committed to providing equality of opportunity and anti-discriminatory practice for all children and families.

We aim to:

Provide a secure environment in which all children can flourish.

Value all contributions from children and their families within our group.

Provide positive non-stereotyping resources and information about different ethnic groups and people with disabilities.

Improve our knowledge and understanding of issues of equality and diversity.

Ensure activities are inclusive to all children.

Our pre-school is open to all members of the community.

We provide information in clear, concise language whether in spoken or written form.

We will do our best to provide information in another language if needed.

We have a fair admissions system.

We will never refuse entry of a child because of a disability.

We will develop an action plan to ensure children with disabilities can participate successfully in all areas of pre-school life.

Parents are given a copy of our equality and diversity policy.

Where possible a child with a special need will be given priority on our waiting list.

Curriculum

Through a variety of activities and resources children are encouraged to develop positive attitudes towards people who are different to them. We will encourage kindness and tolerance shown to others.

We will do this by:

Making children feel valued and good about themselves

Ensure equal opportunities to all children to progress their learning

Families

- Nutkins Nursery recognises that many different types of families successfully love and care for children.
- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting
- We encourage parent / carers to take part in the setting and contribute fully.
- For families who speak a language in addition to English we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families in economic need and offer advice for financial support by referral to the Family Information Service (FIS) Telephone number 0800 678 1991.

Festivals

Our aim is to show respectful awareness of all the major events in the lives of the children and families in the Nursery and in our society as a whole, and to welcome the diversity of backgrounds from which they come. Children will be made aware of the festivals which are celebrated, not only by their own families but also others. Children will be encouraged to welcome a range of different festivals, together with stories, celebrations and social food and clothing as part of the diversity of life.

Resources

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-cultural society. Materials will be selected to help children develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about groups of people.

Language

Information, written and spoken will be clearly communicated in as many languages as required, ensuring that adults and children with English as an additional language or those with sight or visual impairments are fully included.

Complaints Procedures

We aim to offer a welcome to each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play.

We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our group at any time. Many concerns can be resolved quickly by an informal approach to the appropriate member of staff if this does not achieve the desired result, the following procedures should be used.

How to complain

A parent who is uneasy about any aspect of the group's provision should first of all talk over any worries and anxieties with the pre-school Manager. If this does not have a satisfactory outcome within a couple of weeks or if the problem recurs the parent should put the concerns or complaint in writing to the pre-school manager.

The next stage is to request another meeting with the pre-school manager. Both parent and the manager should have a friend or partner present if required and an agreed written record of the discussion should be made. Most complaints should be resolved internally or at this initial stage.

If the matter is still not sorted out to the parent's satisfaction, it might be helpful to invite the Owner or an external mediator, one who is acceptable to both parties, to listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved. The Mediator will keep all discussion confidential. He/she will meet with the group if requested and will keep an agreed written record of any meetings that are held and of any advice s/he has given. The involvement of a Mediator represents the final stage in the complaints procedure.

Any complaint relating to an aspect of the **Early Years Foundation Stage** will be logged in our **Complaints record** and **Ofsted** and will be informed. We will maintain appropriate confidentiality when filling in this record and no names will be recorded.

An account of the findings of the investigation into the complaint and any action taken will be shared with the person who made the complaint within 28days.

If parents/carers are still dissatisfied, they have the right to refer the matter to OFSTED using the address or telephone number below, they are entitled to complain throughout the entire process:

OFSTED, Piccadilly Gate, Store Street, Manchester, M1 2WD
Telephone 0300 123 1231

Mobile phones and Cameras

We believe our staff should be completely attentive during their hours of working, to ensure all children in the Nursery receive good quality care and education. This is why mobile phones are not to be used during working hours.

We also feel that restrictions need to be placed on staff when they access social networking sites. The Nursery has a high reputation to upkeep and comments made on sites such as 'Facebook' could have an impact on how parents using the Nursery view the staff.

Personal electronic devices e.g.: mobile phones, camera/phones, iPod, etc. are not allowed to be used whilst in the room. Should you need to make or receive a call – please first check with the person in charge and use the phone outside of the area where the children are.

Mobile phones are not to be used during working hours.

Mobile phones must not be used unless on a designated break or agreed as above.

Mobile phones should be turned off and stored safely in the designated area during the hours of your working day. Spot checks will take place to ensure ALL phones are in the designated box.

Staff must not post any reference to the company on any internet site. This includes the use of the company name.

Staff must not post anything onto social networking sites such as 'Facebook' that could be construed to have any impact on the Nursery's reputation – see Social Networking Policy.

Staff must not post anything onto social networking sites that would offend any other member of staff or parent using the Nursery

If staff choose to allow parents to view their page on social networking sites then this relationship must remain professional at all times

Please note the "Whistleblowing" section of the policies – If you see another member of staff using their phone during working hours, in front of the children please advise a senior member of staff straight away.

If any of the above points are found to be happening then the member of staff involved will face disciplinary action, which could result in dismissal.

Social Networking

This social networking policy applies to all staff members employed by the Nursery – Both Paid and Voluntary.

Social media, professional networking sites, rapid-fire communications, blog sites, and personal Web sites are all useful technologies; realizes this fact. Every employee has an opportunity to express and communicate on-line in many ways, and we do not wish to discourage an on-line presence. Above all else, everyone needs to use good judgement on what material makes its way on-line.

This policy will set forth guidelines that employees should follow for all on-line communications in reference to the Nursery.

This policy includes (but is not limited to) the following specific technologies:

Personal blogs, Twitter, Facebook, Myspace, Personal Web sites, Digg

Responsibility

Any material presented on line in reference to the Nursery by any employee is the responsibility of the poster. At no times should any posts be made in reference to Children, Parents or other professionals that employees may come in to contact with through work. At no time must any photographs or materials be published that identify the setting or Children and pictures of staff may only be used with the express permission of the staff members concerned. Any member of staff found to be posting remarks or comments that breach confidentiality and or are deemed to be of a detrimental nature to the company or other employees or posting/publishing photographs of the setting, children or staff unless staff permission has been gained may face disciplinary action in line with the company disciplinary procedures.

The Nursery employees are encouraged to use the following guidelines in social networking practices:

Remember that no information sent over the web is totally secure and as such if you do not wish the information to be made public refrain from sending it over a social network site.

Even though you may think you are anonymous or use an alias you may be recognised.

Maintain professionalism, honesty, and respect.

Apply a "good judgement" test for every activity related to the setting - Could you be guilty of leaking information, discussing confidential information? Is it negative commentary regarding the setting or its employees? Activity showing good judgement would include statements of fact about the setting, and its products and services, facts about already-public information, or information on the Web site.

Further, if any employee becomes aware of social networking activity that would be deemed distasteful or fail the good judgement test, please contact your Manager

Any on-line communication regarding proprietary information such as lay-offs, strategic decisions, or reduction of working hours deemed inappropriate for uncoordinated public exchange is forbidden.

Whistleblowing

Definition:

Whistleblowing is raising a concern about malpractice within an organisation.

The policy provides individuals in the workplace with protection from victimisation or punishment where they raise a genuine concern about misconduct or malpractice in the organisation. The policy is underpinned by the Public Interest Disclosure Act 1998, which encourages people to raise concerns about misconduct or malpractice in the workplace, in order to promote good governance and accountability in the public interest. The Act covers behaviour, which amounts to:

- A criminal offence
- Failure to comply with any legal obligation
- A miscarriage of justice
- Danger to health and safety of an individual and/or environment
- Deliberate concealment of information about any of the above.

Condition for Raising Concerns, The Public Interest Disclosure Act 1998 legislation and this policy offers protection only if the:

- Internal disclosure is made in good faith and there is reasonable suspicion that the alleged malpractice has occurred is occurring or is likely to occur.
- Disclosure to a Regulator (e.g. Ofsted and LSCB,) meets the above criteria and the member of staff concerned honestly and reasonably believes the allegations are substantially true.

For protection under the legislation external disclosure must also meet one or more of the following conditions:

- The employee believed s/he would be victimised if s/he raised the matter internally
- There is no prescribed regulator and the employee believed the evidence would be concealed or destroyed
- The concern had already been raised with the employer or regulator and had not been dealt with adequately or appropriately
- The concern is of an exceptionally serious nature.

An employee or volunteer who, acting in good faith, wishes to raise such a concern should normally report the matter to the manager who will advise the employee or volunteer of the action that will be taken in response to the concerns expressed. Concerns should be investigated and resolved as quickly as possible with the support of the Local Authority Designated Officer if necessary.

If an employee or volunteer feels the matter cannot be discussed or resolved with the manager or the owner he or she should contact the Local Authority Designated Officer (LADO) or OFSTED on 0300 123 3155 for advice on what steps to follow.

Steps to take if concerned

If you are concerned about a colleagues practice then:

- Speak to your Manager
- If still not happy with the outcome contact the Owner on 07595603498
- If you are still dissatisfied with the outcome contact your Local Authority Designated Officer on 01708434343

A disclosure in good faith to the manager will be protected. Confidentiality will be maintained wherever possible and the employee or volunteer will not suffer any personal detriment as a result of raising any genuine concern about misconduct or malpractice within the organisation.

Two year old Policy

We aim to provide the highest quality education and care for all our children. We aim to offer a warm welcome to each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play.

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age. We undertake developmental checks on all children between the ages of 2 – 3 years.

The Early Years Foundation Stage (EYFS) requires that parents and carers must be supplied with a short written summary of their child's development in the three prime learning and development areas of the EYFS: Personal, Social and Emotional Development, Physical Development and Communication and Language. This should be completed when the child is aged between 24-36 months.

The aims of the progress check are to:

- Review a child's development in the three prime areas of the EYFS.
- Share this information with parents at an agreed time to ensure they have a clear picture of their child's development.
- Enable us to understand the child's needs and plan activities and experiences to meet them in the setting.
- Enable parents to understand the child's needs and enhance development at home, with support from the setting.
- Note areas where the child is progressing well and identify any areas where progress is less than expected.
- Describe actions the setting intends to take to address any developmental concerns (including working with other professionals where appropriate).

The progress check will:

- Be completed by a practitioner who knows the child well and works directly with them in the setting - this will normally be the child's key person.
- Arise from the ongoing observational assessments carried out as part of everyday practice in the setting.
- Be based on skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently.
- Take account of the views and contributions of parents, and the child if appropriate.
- Take into account the views of other practitioners and, where relevant, other professionals working with the child.

The progress check will:

- Be clear and easy to read, avoiding unfamiliar jargon, acronyms or terminology (with interpretation and translation available where appropriate).
- Present a truthful yet sensitive reflection of what the child can do and their achievements to date.
- Identify areas where the child is progressing at a slower pace than expected.
- Recognise parents' in-depth knowledge of their child by incorporating their observations and comments, and explain how their child's learning and development will be supported in the setting.

The EYFS requires that the progress check is carried out when a child is age two, this includes any child that starts at the setting between the ages of 24-36 months. The following factors will be considered before commencing: The setting will allow a settling in period for the child to enable their key person and other practitioners to build up good knowledge of the child's development, abilities and interests before completing the progress check. (Normally six to eight weeks).

If a child has a period of ill health or a significant event in their family (e.g. family breakdown, bereavement or the arrival of a sibling) it may be appropriate to delay the check.

If a child has a period of absence or irregular attendance.

Where possible, we will carry out the progress check in time for parents to share it with the health visitor at the two year old health and development review.

If the child has already had the health visitor 2 year old check the setting is still required to carry out the EYFS 2 year old check.

Children attending more than one setting or changing settings

In the case of children who are attending more than one setting, the progress check will normally be carried out by the child's key person at the setting where the child spends the greatest amount of time each week.

However, the setting carrying out the progress check will consider whether it would be helpful to get the views of other practitioners working with the child at the other setting or settings.

If a child moves between settings between 24 and 36 months, leaders and managers of the respective settings will agree which provider will complete the check. It will usually be the setting where the child has spent the most time to date.

Preparing the progress check for a child with identified disabilities or special educational need

If the progress check is for a child with an identified disability, medical need or special educational need the setting will take into account if the child is already being supported by other professionals. Then the setting will agree with parents how the views and contributions of those professionals can be sought.

The focus will be on what the child can do, their unique and individual characteristics and their development to date, rather than describing their development in terms of their need or disability.

Information sharing

The setting will include in the child induction process the sharing of both the child's health visitor contact details.

The progress check is a statutory requirement of the EYFS. The setting will seek the consent of parents to share information from the check directly with relevant professionals.

We are able to offer the 2 year offer for children the term after they are 2 years old, subject to criteria. This will allow 15 hours per week, term time only to be funded.

Any child who is in receipt of Government funding – either the EEE for all 3 and 4 year olds or the 2 Year Funding MUST attend regularly or they may lose the funding. A phone call should be made to the setting for every absence and the reason for the absence must be recorded by the setting.

The lead professional for 2 Year Offer children is **Linda Critchell**

Data Protection

The Aim of this policy is to ensure that parents understand their right to see information held about their child, and to ensure that parents understand what information is kept and who may have access to it.

We hold information on children to: -

- support their development
- monitor their progress
- provide appropriate care
- assess how well the setting itself is doing

This information includes contact details, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. (Parent/carer data supplied will also be kept on record by the setting).

Early Years Settings are sometimes required to pass on some of this information to other groups such as:-

- Local Authorities (LA's)
- Department for Children, Schools and Families (DCSF)
- The Qualifications and Curriculum Authority (QCA)
- Her Majesty's Chief Inspector for Schools
- Ofsted, - The National Assessment Agency (NAA)
- The Secretary of State for Children, Schools and Families

Children have rights under the Data Protection Act 1998, including a general right to be given access to personal data held about them.

Information about staff, children and families:

All paperwork is kept in locked filing cabinets and locked filing boxes so that only the appropriate person can have access. If Learning journeys are taken home by the children's key person to be updated they are taken straight home and kept securely so that no other person can view them. They are brought straight back in the next day and are always available.

All computers are password protected and the password can be changed as appropriate.

A parent has the right to see the information that we (or any other organisation) holds about their child.

Bullying and Racism

Bullying in any form is not tolerated in the Pre-School. If it occurs amongst the children and staff are unable to resolve it after having put action plans in place, then the parents will be informed and an action plan made to help the child/children concerned. This may involve the setting Senco, the child's key worker, the manager, and The Local authority.

If a staff member is found to bully a child, this will lead to internal disciplinary procedures. If the bullying continues or is deemed by the Pre-School's Designated Officers as harmful to the emotional well-being of the child, then the LADO will be informed and advice requested: *refer to Safeguarding Policy and Procedures and Allegations against a Member of Staff Policy and Procedures.*

If a staff member is found to bully another member of staff under the form of inappropriate language, emotional harassment or physical bullying the manager and committee will follow disciplinary/grievance procedures: *see policy on Disciplinary Procedures (Contract).*

We are an inclusive setting and our approach to dealing with racist incidents follows the guidance set out for Equal Opportunities in the Statutory Framework for the Early Years Foundation Stage. If racist accusations are made by a parent/carer then the manager will inform the setting's Local Authority for advice and a meeting will be held with the parent/carer accuser to listen to their concerns and to underline the Pre-School's policy and procedures regarding the Pre-School's policies against Racism, Discrimination and Equality of Opportunity.

All documentation regarding acts of bullying or racism by an adult will be passed on to the concerned authorities and will be kept for 3 years.

Racism and emotional bullying.

We do not tolerate any form of Racist act especially when directed at a child or a member of the Pre-School staff. This includes anything posted on Social media that could be construed as being racist. Any racist act will result in an investigation and report to the relevant authorities.

Prevention

Staff recognise that the setting plays a significant part in the prevention of harm to the children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection. The setting will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the setting whom they can approach if they are worried or in difficulty; for example, a key worker.
- Inform parents of the policies and procedures in place and make all policies and procedures accessible either online at www.Nutkins-Nursery.co.uk or in printed form within the Pre-School.
- If necessary the management will discuss with parents/carers the outcomes of bullying and racist acts.

Food and Drink Policy

Statement of intent

We regard snack and meal times as an important part of the Pre-school day. Snack and lunch times are social opportunities for children and help to develop appropriate table manners and promote healthy lifestyles and wellbeing.

Aim

We aim to meet the full requirements of Statutory Framework for the Early Years Foundation Stage and to provide healthy, balanced, varied and nutritious food, which meets the children's individual dietary and religious needs. We request that parents supply healthy snacks for our snack cafe and inform parents of the Pre-school packed lunch requirements.

Method

- Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies.
- Parents/carers record information about each child's dietary needs on her/his enrolment form and sign the form to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up to date and appropriate forms are signed.
- We record current information, on a dietary sheet, about individual children's needs for snack and meal times so that all staff and volunteers are fully informed about which foods or drinks children are unable to consume.
- We have systems in place to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We have a strict NO NUTS food policy and take care not to provide food containing nuts or nut products and we are especially vigilant where we have a child who has a known allergy to nuts.
- We ask that **no nuts** are put in lunch boxes and **no peanut butter** used in sandwiches.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of religious groups, to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or makes a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water freely available for the children. They can independently serve themselves using the jug and cups available. The jug is refilled as necessary.
- We inform parents who provide food for their children about the storage available in the setting.
- In order to protect children with food allergies, we do not allow children to share and swap their food with one another at lunchtime.
- For children who drink milk, we provide pasteurised milk. Parents can provide alternative milk e.g. soya/goats as required.

Food Hygiene

- Food Hygiene is considered of the upmost important and all staff who serve or handle food are trained in Food Hygiene

Snack preparation

It is important to remember usual hygiene precautions:

- Separate cleaning cloths, utensils should be available
- The area of the kitchen where snack is to be prepared should be clean
- The snack table should be cleaned before and after use
- The children should wash their hands before handling food and eating snack
- After snack all cups etc. should be washed in hot water and stored in a clean location.
- Each day all utensils, cutlery, glasses and plates should be washed thoroughly in hot soapy water or in a dishwasher.

Packed Lunches

All lunch boxes, food containers and drinks containers should be clearly labelled with the child's full name.

- We encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts such as yoghurt.
- We discourage sweet drinks and can provide children with water at lunchtimes.
- We discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort.
- At lunch time children sit with a member of staff to encourage a positive eating experience and table manners.
- Parents are advised to pack children's packed lunches in insulated bags with freezer blocks, where possible. The lunch bags need to be kept clean and hygienic at all times.
- The Pre-school will work with parents to ensure that packed lunches abide by the standards listed below-

Packed lunches should include:

- At least one portion of fruit and one portion of vegetable
- Meat, fish or other source of non-dairy protein every day
- Oily fish, at least once every three weeks
- A starchy food such as any type of bread, pasta, rice, couscous, noodles, potatoes or other cereal
- Dairy food such as milk, cheese, yoghurt, fromage frais or custard
- Only water, fruit juice, milk, yogurt/milk drinks or smoothies

Please note

As a pre-school we also recognise that some pupils may require special diets that do not allow for the standards to be met exactly. In this case parents are urged to be responsible in ensuring that packed lunches are as healthy as possible. Parent/carers should ensure that Lunch Bags should be kept clean and uneaten food removed daily.

Transitions

We recognise that transition is an important process for all children and their families. We consult with parents/carers and children before and during the transition process.

We take the lead from the children and understand how important it is to listen to their thoughts, worries, fears and excitement about moving on. We make time to communicate with children during our circle times, at quiet moments and through general conversations. We consult with parents/carers by holding parent/carer consultations and also through general every day conversation. We endeavour to create a welcoming environment where children and their families feel confident to share their thoughts and feelings.

We are a small group and do not have separate areas for the different age groups within the setting. All children and staff work together and it is our aim to ensure children's key persons remain with them until they are ready to move onto school or leave the setting. Before beginning the transition process parents/carers are asked for their permission for us to share information about their children's progress with other settings. To support the smooth transition for children and their parents/carers to a new setting/school, the below procedures will apply:

Children moving on to an Infant School or new Early Years setting:

Please note that this transition usually takes place in the summer term.

- Refer to each child's 'Child Record' form ensuring permission is given to share information with other settings.
- Discuss the transition process with parents/carers and the child. Listen to their opinions, concerns and thoughts.
- Contact the local schools/new Early Years setting. We invite/welcome teachers/ EY practitioners to meet the children during a session. Parent/carers are invited too. This enables, the children, parents/carers and teachers/EY practitioners to share information.
- Organise separate transition visits with parent/carers, teacher's/head teachers/EY practitioners and outside agencies to share information about children with a Special Educational Need.
- Transitions to Infant School - Contact the local schools to arrange a visit and a tour of the school with the children. We believe this enables individual children to walk around their new classroom/playground and build their confidence about moving on. Parents/carers are invited along too and the children where possible. We visit local schools within walking distance and take photographs of the school enabling us to share them with their child.
- Make packed lunches/school dinners with all the children. This helps to encourage conversation with the children about eating at school and what it might be like.
- The role – play area transforms into a school classroom. This activity encourages the children to become the teacher and experience what it may be like to be at school. The staff members demonstrate taking the register.

The Transitions officer responsible for ensuring a smooth transition to and from Nursery is

Linda Critchell

Key Person

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

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

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

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each setting must assign a key person for each child.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

Procedures

We allocate a key person before the child starts.

Once the child starts at the setting, if they form an attachment to another member of staff, they may be able to change Key persons, depending on whether the child and staff member attend the same sessions.

The key person is responsible for the induction of the family and for settling the child into our setting.

The key person offers unconditional regard for the child and is non-judgemental.

The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.

The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a child minder, and co-ordinates the sharing of appropriate information about the child's development with those carers.

The key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home. The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.

We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person – this will be the supervisor for the session.

We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

The key person is responsible for communicating with any other child care provider that the child attends.

Parental consent is obtained authorising the sharing of information permission slip.

Prevent Duty / British Values

From 1st July 2015 all schools, registered early years' childcare providers and registered later years' 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. We take Safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent duty we will;

Democracy:

We listen to children's and parent's voice. Our school behaviour policy is clear that children are expected to contribute and co-operate, taking into account the views of others.

The Rule of Law:

We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules), that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken.

Individual Liberty:

Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young children to make choices safely, through our provision of a safe environment and empowering teaching. Children are encouraged to know, understand and exercise their rights and personal freedoms.

Mutual Respect:

Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and children are modelled this by caring, sharing and listening to others. Staff help children to understand how to respect by talking about how actions/words can affect others.

Tolerance of those of Different Faiths and Beliefs:

We aim to enhance children's understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Children have the opportunity to dress-up in clothes and try different foods from other cultures and we encourage parents/carers to participate and support our multi-cultural events

What to do if you have a concern:

All staff have undertaken a "Prevent Duty" online course which gives more information on radicalisation and extremism. If a member of staff in has a concern about a particular pupil they should follow the normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.

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.

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

Late Collection Policy

Rationale

Promptness in collection of children is important with regards to school readiness. At our Pre-School our staffing levels are calculated according to the number of children we care for. Unplanned disruption to the number of children who need caring for can have a significant financial and organisational impact on the day to day running of our setting. Therefore, in order to encourage parents to be prompt and in order to cover costs when such situations arise; the following policy is adopted.

In the event that a child is not collected by an authorised adult at the end of a session the school puts into practice agreed procedures. These ensure that the child is cared for safely.

Parents of children starting at the school are asked to provide specific information which is recorded on the Admission Forms, including:

- home address and up to date telephone/mobile number.
- emergency contact numbers.
- names, and telephone numbers of adults who are authorised by the parents to collect their child from the setting.
- information about any person who does not have legal access to the child.
- information about who has parental responsibility for their child.
- On occasions when parents are aware that they will not be contactable by the usual means they should provide the Pre-School with alternative contacts.
- Parents who are not able to collect their child as planned due to emergencies or unforeseen circumstances must inform the school so that back-up procedures can be implemented. If an adult not on the contact list is to collect the child a password should be used.

If a child is not collected within 10 minutes of the end of the session, and no message has been received the following safeguarding procedures are implemented. The child will remain in the setting at a cost of a penalty charge of £5 per 15 minutes until the child is collected.

- The adults whose telephone numbers are recorded on the Admission Form are telephoned by a member of staff
- All calls and numbers tried must be logged, recording the time and whether a message has been left.
- All reasonable attempts must be made to contact the parents/carers. If there is no success at making contact with any adults named, the most senior member of staff is informed.
- The child stays in Pre-School until safely collected by an authorised person. If it is at lunchtime the child may join the other children and subsequently join in with the afternoon session – if it is at the end of the day we do not provide wraparound care.
- The child must only leave the premises with those named on the Admission Form or anyone who parents have given permission to collect (with the password) or any other person the school has been notified of in an emergency.
- If there are no sessions running as Pre-School has finished for the day, then the Manager will always ensure that two members of staff are present.

If a child is not collected within 20 minutes of the end of the session, and no message has been received we will inform the Police, Social Services and Ofsted (See Non-Collection Policy)

CCTV

There is no CCTV at Nutkins

Smoking, Alcohol and Drugs

Our Nursery prohibits the use of cigarettes, alcohol and illegal drugs on our premises at any time. If staff, students, volunteers or children are found to have broken the rules in respect of this policy, it will be treated as a disciplinary matter

All staff will be made aware of the provisions of this policy during their induction, including the importance of them setting a positive example to children. All children will be made aware of the rules during their settling in period. Any contravention of the provisions of this policy will be dealt with under the Nursery's staff disciplinary procedures within the provisions of the Staffing and Behaviour Management Policies.

Drugs

Staff, students or volunteers who arrive at the Nursery and are suspected to be under the influence of drugs and considered unfit to work, will be asked to leave immediately and disciplinary procedures implemented. If staff are found in possession of illegal drugs, serious disciplinary action will follow. In cases where staff are taking prescribed drugs that may affect their ability to function effectively at work, the Supervisor must be informed as early as possible. If a member of staff has good reason to suspect that a parent/carer is under the influence of illegal drugs when they drop off or collect their child, they have a duty to inform both the Supervisor and the Nursery's designated Child Protection Officer, according to the provisions of the Safeguarding Children policy. In such circumstances, the Supervisor and the Nursery's Child Protection Officer will then be responsible for deciding upon the appropriate course of action, ensuring that the safety and protection of the child remains paramount at all times. Staff will make all possible efforts to ensure that children are not allowed to travel in a vehicle driven by someone who is clearly under the influence of illegal drugs. Where an illegal act is suspected to have taken place, the police will be called.

Alcohol

Staff, students or volunteers who arrive at the Nursery clearly under the influence of alcohol, will be asked to leave immediately and disciplinary procedures will follow. If a member of staff has good reason to suspect that a parent/carer is under the influence of alcohol when they drop off or collect their child, to the extent that the safety of the child is threatened, they have a duty to inform both the Supervisor and the Nursery's designated Child Protection Officer, according to the provisions of the Safeguarding Children policy. The Supervisor and the Nursery's Child Protection Officer will then be responsible for deciding upon the appropriate course of action, ensuring that the safety and protection of the child remains paramount at all times. Staff will make all possible efforts to ensure that children are not allowed to travel in a vehicle driven by someone who is clearly under the influence of alcohol. Where an illegal act is suspected to have taken place, the police will be called. Ofsted may be informed.

Smoking

Smoking is not permitted anywhere on the premises. This rule applies equally to staff, students, volunteers, children, parents/carers or any other visitors.

Staffing and Employment Policy

Our staff are appropriately qualified and we carry out checks for criminal and other records through the Criminal Records Bureau in accordance with statutory requirements. These are renewed every 3 years and staff are required to sign an annual declaration.

We provide a staffing ratio in line with the requirements of the EYFS to ensure that children have sufficient individual attention and to guarantee care and education of a high quality.

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

- Children aged 2 years old – 1 adult : 4 children and
- Children aged 3 – 5 years old – 1 adult : 8 children

The EYFS states that the Manager at the setting must be Level 3 and there must be at least half of the staff qualified to at least Level 2 – at Nutkins we aim to ensure that we have more than 50% of our staff qualified.

Any new member of staff who has completed their Early Years Educator Qualification in 2014 onwards must have also achieved a suitable level 2 qualification in Maths and English as well as a Paediatric First Aid certificate to be counted in ratios at Level 3.

We use a key person system to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress.

We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.

All staff have job descriptions which set out their staff roles and responsibilities.

We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.

We provide regular in-service training to all staff – whether paid staff or volunteers – through the Local Authority and other external agencies.

We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.

New staff are expected to complete online safeguarding, prevent, food safety and behaviour courses within the first month of employment (preferably before employment is commenced).

We support the work of our staff by holding regular supervision meetings and appraisals.

We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

We use Ofsted guidance on obtaining references and criminal record checks through the Criminal Records Bureau for staff and volunteers who will have substantial access to children.

Preschool Recruitment

Nutkins will always strive to recruit the most professionally able and suitable employees for vacant positions within Preschool. It is of paramount importance that the recruitment process is vigorous in its ability to protect children from those persons who may harm them. The policy and procedures detailed below are designed to ensure that all candidates are provided with an equal opportunity of gaining employment with the Preschool whilst maintaining the security of the children entrusted to our care.

Discrimination

The preschool actively operates an equal opportunities employment policy, seeking to offer employment without discriminating against an individual's:

- Gender or sexual orientation
- Age (notwithstanding the legal limits for employment)
- Disability
- Race, colour or creed
- Religion, ethnicity or culture
- Methods of recruitment

The preschool will advertise vacant positions in the following:

- Local newspapers
- Social Media
- Internally through word of mouth

Preschool Recruitment Procedure

The following procedures will be used for all Preschool recruitments:

Following initial contact through advertising, prospective candidates will be provided with the relevant Preschool employment application form.

On or after the final date of application, the Manager will ask the candidate to come into the Preschool formal interview which will be carried out by the Preschool Manager, Administrator or other members of the Management Team. This process will ensure that an applicant has met all relevant criteria for the post (e.g. qualifications and experience requirements).

Unsuitable candidates will be contacted to inform them of their unsuccessful application.

Applicants meeting the required criteria will be contacted to arrange a suitable time and date for attendance at the preschool for a practical trial session. Candidates invited for this phase will be informed that they will need to provide:

- Documentary evidence of their qualifications and experience
- Evidence of identity (passport, driving licence etc.)
- The names and contact details of two suitable references – one must be a previous employer where applicable.

On selection, successful candidates will be provided with a formal offer of employment. The offer will state that it is subject to a successful application of an enhanced Criminal Records Bureau (CRB) disclosure and the validation of the two references provided. The initial contract is for a 3 month period.

Within commencement of employment:

- Candidates must have submitted their details to enable the preschool to apply for a DBS/CRB check.
- Candidates must have completed online training as discussed
- The Manager must have ensured that the two independent references provided by the candidate have been received.

If at the time of intended employment a CRB disclosure has not been returned and/or it has not been possible to validate two suitable references, the candidate will not be permitted to:

- Be in charge of a group of children or left alone with any children
- Escort children to/from the toilet areas
- Change children's nappies.

Staff supervision and Training

Staff are our Pre-School's most valuable resource, as it is only through their commitment and effort that good quality provision can be both established and maintained. We are therefore committed to providing good training and development opportunities for staff so that they are able to perform their roles both efficiently and effectively.

The Pre-School is committed to providing for staff:

- A full induction process.
- A regular system of appraisals and supervision.
- An up-to-date record of staff qualifications and training.

This will help to ensure that staff development needs are being met and that staff training and qualifications are meeting the requirements of the setting and the EYFS Statutory Framework.

Staff Inductions

New members of staff will be issued with a job description. A copy of the Pre-School's policies and procedures is available and should be read accordingly. Staff will also undergo an induction process during the first month of their employment. As part of the induction, the Manager will discuss and talk through everyday practices of the Pre-School. These will include:

- Showing new staff around the premises, pointing out fire exits, toilets, storage areas.
- Explaining staff rotas, breaks and all aspects of the day-to-day management and running of the setting.
- Introducing the new staff member to their mentor, colleagues, children and parents/carers.
- Pointing out the practical implications of the Pre-School's policies and practices, including how they relate to the Pre-School's obligations under the EYFS Statutory Framework.

Staff Appraisals and supervision

The main objective of the Pre-School's appraisal and supervision system is to review employees' performance and potential, and to identify suitable and appropriate training and development needs.

Appraisals will take the form of annual meetings between staff and the Manager. The appraisal of the Manager will be completed with Senior Management. They will be used to identify current knowledge, skills, areas for future development and potential training needs. Staff observations will be both planned and spontaneous and will be discussed at the Staff Supervision. Supervisions will take the form of regular termly discussions between staff and the Manager, and will be an opportunity for reflecting on recent professional progress, as well as the targets set, and issues raised, during appraisals and observations.

Staff Meetings

There will be regular staff meetings for problem solving, information sharing and acknowledging work issues. These are also opportunities for staff to reflect on their work performance and review any difficulties they may be facing. Staff meetings will be a forum for setting objectives for the Pre-School.

These may be outside of staff hours, however staff will be able to take back the hours.

Personal Development Planning

Personal Development Planning is a continuous process to ensure that staff needs are both identified and acted upon as they arise. It is the joint responsibility of both the staff member and the Manager to ensure that the plan is kept up-to-date and that all decisions are followed through. The appraisal and supervision process will be used to build up this plan for each staff member.

The Manager will keep a copy of this plan, but each staff member will also keep a copy of their own plan, listing any training undertaken and additional skills gained since starting work at the Pre-School.

Training Opportunities

The Pre-School will do all it can to support staff who are working towards improving their qualifications and training experience. All staff are encouraged to take up training opportunities to expand their professional development and ensure an up-to-date knowledge of childcare issues.

It is the responsibility of the Manager to identify and promote suitable training courses for staff and strongly encourage them to take advantage of these. Staff will be expected to attend training and update skills as and when requested by the Manager. Staff will not suffer financially for any training that they are required to undertake.

Specific training courses in food hygiene, equal opportunities, safeguarding children, special educational needs and health and safety are obligatory and staff members must always attend such courses when requested.

Supervision is a formal and recorded process through which the professional actions of staff are examined and regularly reviewed. It provides a recorded system of decision making that is audited to improve practice and to improve the service that is provided to children and parents.

Supervision acts as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development.

Supervision enables supervisors and supervisees to examine and reflect on the quality of their practice and to facilitate discussion. Supervision meetings should provide opportunities for staff to:

- discuss any issues – particularly concerning children’s development and well-being
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness

At our setting all practitioners who work directly with children and families are supervised by their designated line manager.

Supervision meetings are held once every term for each staff member.

Supervision meetings are conducted in line with existing procedures and are held in a confidential space suitable for the task.

Supervision agreements are drawn up for all staff.

A copy of the supervision record form is retained by the supervisor and a copy provided to the supervisee.

Each member of staff has a staff file which holds a copy of the supervision agreement and their supervision record form. The supervision file is stored securely at all times.

All supervision meetings must include discussions concerning the development and well-being of each of the supervisee’s key children.

Where concerns are raised, the supervisor and supervisee must seek to identify solutions and identify further actions that need to be taken – these are recorded on the child’s file and may include support from external agencies.

All aspects of supervision must ultimately focus on promoting the interests of children.

Staff will be observed throughout the year by their Management as part of their ongoing development – these will be discussed at regular intervals throughout the year.

During supervision meetings members of staff are able to discuss any concerns they have about inappropriate behaviour displayed by colleagues.

During supervision meetings staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings relating to themselves (or anyone in their household) which may affect their suitability to work with children that have occurred during their employment with the setting. Any new information is referred immediately to Claire Lakin or Leigh Butler.

Attendance

We are committed to safeguarding children and promoting their wellbeing. We believe that regular attendance at nursery is important for children's wellbeing and we wish to minimise unexplained absence as part of our commitment to keeping children safe.

The guidelines below sets out the procedure for parent/carers in the event that their child is absent (planned/unplanned).

1. If your child is sick or unable to attend for whatever reason you must notify the manager or your child's key person before the time they are due to arrive.
Please call us ASAP, If you are calling outside our opening hours, please leave a message. You can also contact us by email at **Claire.lakin1@btopenworld.com**
2. If you have booked a holiday, please inform us of the dates as early as possible, this will not affect your funding, however fees will still apply.
3. If we have not received acknowledgement of absence, by the end of the session your child should be attending, the manager or key person will contact parent/carers to check the wellbeing of your child.
4. If a child is absent for two continuous sessions with no notification and no successful contact with parent/carer. The manager will telephone the named emergency contact number(s) on child's information form.
5. If after all the above, no contact or notification is gained and the setting has any concerns about the safety or wellbeing of a child we will follow our safeguarding procedures outlined in our safeguarding policy. This is shared with parents/carers.
6. If a child is a Looked After Child, subject to a Child Protection Plan or a Child in Need, we will notify the child's social worker of any unexplained absence.
7. Funding may be withdrawn if your child is absent for prolonged periods or your child's attendance is sporadic. Fees are still due in the event of any absence.
8. A log will be kept of any absences.

Pupil Premium

The aim of the Early Years Pupil Premium is to close the gap between children from disadvantaged backgrounds and other children by providing additional funding to settings such as ours, therefore providing the opportunity to raise the quality of provision we offer.

All children aged three and four (not two year olds), who meet the eligibility criteria will benefit from the funding. This funding is paid directly to us on an hourly rate basis, linked to claimed hours for entitled children. The annual value for a 15 hour place over a full year is just over £300 and since we are registered to offer early years places we can receive the EYPP. In order to be able to claim this funding we require parents to sign the funding agreement which asks for details of parent's date of birth and National Insurance number.

Which three-and four-year-olds will be eligible for the EYPP?

A child will be eligible for the EYPP if they:

1. Are in a low-income family and their parents are in receipt of benefits (one or more), for example, Child Tax Credit and Income Support;
2. Have been adopted from care;
3. Have left care through special guardianship;
4. Have been looked after by the local authority for at least the span of one day;
5. Are subject to a child arrangement order.

As an Early Years setting we have the freedom to choose how we spend the money to best support disadvantaged children in our care. After consultation with your child's Key person and looking at the child's learning and development progress our pre-school will use the additional funding in the following ways:

1. Continue our commitment to furthering our knowledge within our Continuing Professional Development by attending relevant training.
2. Aid in the transition into our setting.
3. Creating 'Home/Setting' lending bags and boxes.
4. Buy in any specialist services to support families and children (this includes the cost of staffing such events), such as, healthy cooking, parenting classes and information awareness sessions.
5. Providing additional staff to allow us to provide more acceptable child:adult ratios.
6. Purchasing additional resources.

We have individual Action Plans to monitor the impact of the EYPP to ensure that it is being used effectively to close the gap. We also have a named Pupil Premium advisor.

Staff Code of Conduct

Our staff are all expected to:

Care

1. Supervise the children at all times.
2. Be aware of the children's safety and needs
3. Ensure there are plenty of stimulating educational and fun activities.
4. Respond to the individual needs and demands of your family to the best of their ability.
5. Treat equipment and resources with care and respect as if they were their own.
6. Be accountable and take responsibility for their actions.

Quality

1. Reflect on own work and identify strengths and weaknesses.
2. Build upon strengths and improve on weaknesses
3. Enhance the nursery and care given in any way you can.
4. Provide constructive feedback and ideas to help improve the preschool.
5. Seek to improve themselves and their skills.

Commitment

1. Be prepared and willing to go the extra mile.
2. Be enthusiastic towards the job, parents, children and other team members.
3. Be reliable with minimal absences and put yourself in the shoes of others.
4. Promote the preschool vision, mission and culture.
5. Ensure the highest quality of care to the children and safeguard their environment.

Trust

1. Act with honour and integrity. Be honest, truthful and open.
2. Uphold the trust placed in you by families by respecting their individual requests and demands and providing the highest standard of care.
3. Uphold the trust placed in you by fellow team members – look out for, and after them and do your fair share of work.

Teamwork

1. Be mindful and proactive in observing and protecting the safety of your colleagues and those in your care.
2. Support fellow team members – ensure no one person is doing all the work and help other team members if they require it.
3. Be friendly and considerate – remember each individual is unique.
4. Work together to ensure the best possible outcomes of those in our care.
5. Communicate with parents and carers.

Policy written June 2016

Date of Review December 2016

Appendix One – Safeguarding Flow Chart

