



# BRINDLEY HOUSE CHILDCARE CENTRE

## POLICIES

14<sup>th</sup> March 2018

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## 1. Absence Reporting and Sickness Benefit Scheme Procedure

### Scope

You are required to follow certain procedures for reporting absence and claiming sickness benefit. The Company will pay Statutory Sick Pay (SSP) on behalf of the Department for Work and Pensions (DWP) subject to DWP rules that may be amended from time to time. The procedures also provide input data for the compliance with RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) where the Company has to report certain types of absence due to work related injury or disease and to cross check to ensure all incidents are captured.

### Notification of Absence

If you are unable to work due to sickness or injury, you are required to notify the Company at the earliest opportunity, but in any event no later than 15 minutes before your scheduled start time on the first qualifying day of absence or as soon thereafter as practicably possible. Until you have submitted a medical certificate you are required to advise the Company on each day you are unable to attend work.

Because arrangements will need to be made to cover for your absence, it is essential that you speak to your manager or, if this is not possible, then a message may be left with another member of staff who should be asked to pass the message on.

The first qualifying day of sickness absence is the first day you are sick, if this is a normal working day. If it is not a normal working day, the first qualifying day of sickness absence is the first normal working day following the first day you are sick.

If your absence is likely to exceed, or does exceed, seven calendar days then you must obtain a medical certificate from your doctor and forward it promptly to the Company. For prolonged absences, you will need to obtain and forward further medical certificates in order that the total period of sickness is covered.

Each period of absence must be covered by a completed and authorized self-certification form. If your absence is expected to last more than seven calendar days a form may be sent to your home address for completion and returned to the Company. For periods of absence less than seven calendar days the form should be completed on your return to work.

Periods of absence totally supported by medical certificates also require a completed self-certification form to confirm that proper notification has been complied with.

All appointments (e.g. doctors; hospital; dentists) are unpaid unless they are midwife or pregnancy related and the Manager has seen either the letter or appointment card relating to it. All appointments need to be agreed with the manager before they are booked.

### On Returning to Work

Immediately on your return to work following any period of absence due to sickness or injury, you must report to the duty manager. If not already submitted, self-certification forms must be completed and authorized by the manager.

If your return to work is subject to certain medical restrictions/limitations, you must not recommence your normal duties until the matter has been discussed with your manager who may seek advice and guidance from your GP or an occupational health advisor. If this is necessary you will be required to give your permission to contact your GP by completing and signing an Access to Medical Records form.

### **Occupational Sickness Benefit**

The payment of occupational sickness benefit is at the discretion of the company and, based on a 5 day working week, shall not exceed 3 days payment in any calendar year. There is no entitlement to Occupational Sickness Benefit if you have worked for the company for less than 12 months. Employees contracted to work less than 5 days a week may receive pro rata benefit.

Occupational Sickness Benefit is the difference between SSP and your normal basic salary. Where there is no entitlement to SSP, occupational sickness benefit will be your basic salary less a sum equivalent to SSP for the appropriate period.

The qualifying days for payment of SSP are Monday to Friday inclusive (or your normal working days).

You must not regard occupational sickness benefit as automatic entitlement as it will be conditional on proper notification and genuine inability to attend work due to illness or injury.

The Company reserves the right to amend or withdraw an individual's occupational sickness benefit following consultation with the employee concerned.

If requested by the Company, you must agree to undergo an examination by a medical practitioner of the Company's choice.

### **Third Party Claims**

If at any time, whether during or after the termination of your employment with the Company, you recover damages from any other person for personal injury resulting in your absence from work you shall, whether demanded of you or not, repay to the Company an amount equivalent to the total of all remuneration paid to you by the Company in respect of the periods of any such absence (except that you will not be required to pay under this provision a sum greater than the sum recovered by way of damages which is attributable to the loss of remuneration).

### **Crediting of Holiday Entitlement**

Crediting of additional holiday entitlements due to sickness when on annual leave will only be permitted if the Company was notified at the time of illness or injury occurred and that all days of incapacity are supported by a medical certificate. In these circumstances, it may be necessary to provide a private medical certificate for which any fees must be borne by the employee.

Holiday entitlements will not be credited for sickness during the Company shutdown between the Christmas and New Year period, whether or not covered by a medical certificate.

### **Temporary Employees**

Employees working under a contract of temporary employment are not eligible to receive occupational sickness benefit; however, they are required to comply with the notes regarding notification of absence. Statutory Sick Pay (SSP) will be paid subject to DWP rules.

**Date: 01.01.18**

**Review date: 01.01.19**

## **2. Admission policy**

We wish to make Brindley House Childcare Centre welcoming to all the community regardless of ethnic background, gender or ability.

### **Brochure**

The nursery provides, at parents' request, a brochure which includes:

- General care provided by nursery for all children,
- The Curriculum that we follow,
- Meal times,
- Terms and conditions,
- Fees, hours and payment,
- We have a web site which parents also have access to: [www.beaconsfieldchildcare.co.uk](http://www.beaconsfieldchildcare.co.uk).

### **Waiting list**

A list of names of the children whose parents wish them to attend will be drawn up, once the deposit and registration fee has been paid. Until a completed registration form, along with the registration fee and deposit, has been received no place will be allocated or offered to a child nor will they be placed on the waiting list.

If you book a place for your child a month's notice is required to defer the start date. If the start date is deferred by more than one month we reserve the right to cancel the place and add the child's name to the waiting list unless the full fees from the original start date are paid to guarantee the place.

### **Inclusion statement**

We aim to provide a welcoming and stimulating environment for all children regardless of their abilities.

### **Records**

We keep a record of the preferred starting date, age and name of child, the intended number of sessions offered per week, along with contact details.

### **Contact**

The manager or the deputy will contact the parents prior to the starting date to arrange preferable settling in sessions.

### **Details and forms**

Prior to the child's attendance at the nursery, the parents/carers must complete and sign registration forms, contract details and medication documents.

### **What information is provided?**

- Name, home address and date of birth of each child
- Name, address and telephone numbers of parents/carers
- The place of work for both parents/carers
- Emergency telephone numbers
- Name and number of child's doctor and health visitor
- List of dates for any vaccinations or illnesses

- Starting date and number of sessions required per week
- Arrangements for payment of fees
- Special dietary requirements
- Arrangements for collection
- General information on the child including routines
- Parental consent on any emergency procedures
- Procedures for unacceptable behaviour
- Who has parental responsibility of the child?
- Who has legal responsibility of the child?
- What is the main language that is spoken at home?
- Does the child attend any other settings or do they have a child minder or nanny?

### **Grant Funding (EEF)**

Children attending the full day nursery (51 weeks/year) will only be offered the "stretched offer" for 51 weeks per year. The stretched offer "free hours" are 11 or 22 hours/week from 13/8/17 onwards. Children attending term time only (38 weeks/year) will only be offered the standard 15 or 30 hours per week over 38 weeks from 6/9/17 onwards.

Children in receipt of the stretched offer funding will be offered the sessions 07:30 - 13:00; 13:00 - 18:30; or 07:30 - 18:30.

Children in receipt of the standard offer funding will be offered the sessions 07:30 - 13:00; 13:00 - 18:30; or 07:30 - 18:30.

The stand-alone offers are:

1. Children who require the 15 hours only over 38 weeks (i.e. attending the funded hours only) will be offered 13:00 - 18:00 Monday and 08:00 - 18:00 Friday.
2. Children who require the 30 hours only over 38 weeks (i.e. attending the funded hours only) will be offered 12:30 - 18:30 Monday - Friday.
3. Children who require the stretched offer of 11 hours only over 51 weeks (i.e. attending the funded hours only) will be offered Monday and Friday afternoons (13:00 - 18:30).
4. There will be no stand-alone offer for children who require the 22 hours over 51 weeks (i.e. attending the funded hours only).

Children in receipt of funding only, i.e. no regular fees to be paid, will be required to pay a £150 deposit which is refundable after 6 weeks unless the place is not taken up in the first 3 weeks. No registration fee is applicable for these children.

All children, whether or not in receipt of funding, will be charged £12.50 per hour for ad hoc additional hours.

Children attending the stretched offer will not receive the residual free hours per term; this equates to 3 hours a term on the universal offer and 6 hours a term on the extended offer.

Children in receipt of funding with siblings at the nursery will not be eligible for the sibling discount regardless of sessions attended.

**Date: 01.01.18**

**Review date: 01.01.19**

### 3. Answering the Door Policy

To ensure the safety of all children and staff the following procedures must be adhered to:

- **Answering the door**

Before granting a caller access, always check with either the manager or the deputy in charge. Never grant access to anyone not known.

Parents are advised that if an unfamiliar person is picking up their children, our procedure is to have some form of identification of that person and a password. We also encourage parents to introduce any other persons' who may collect the children at anytime, i.e. Grandparents, Aunties, Uncles or close friends prior to any collection so that they are familiar to the nursery staff.

- **Visitors**

Any visitors, such as sales people, college assessors etc, must be asked to provide some form of identification and they must fill in the visitors book on arrival. Any person who turns up unannounced is to be left outside the nursery, door closed, and either the manager or the deputy in charge informed to deal with the situation. All visitors will be issued with a visitor's badge.

- **Unauthorized people**

If any unfamiliar person calls to collect a child and the parents have not informed us, the parent's permission must be obtained before the child is released.

All staff should be made aware if a child is forbidden to have contact with anyone, even if it's a family member, that child must not be released until the primary carer has been informed and appropriate authorization has been given.

If such a person should call at the nursery, the door should be kept closed and the manager or the deputy in charge informed. Access will not be permitted and the primary carer will be informed immediately.

- **EasyDentic finger print system**

Brindley House now has a fingerprint access system. All staff and parents authorised to pick up will be logged onto the system so the doors will open to let staff and parents into the building upon recognition of their fingerprint.

**Date: 01.01.18**

**Review date: 01.01.19**



#### 4. Annual Leave and Other Leave Entitlement Policy

##### **Annual Paid Leave Entitlement – Permanent Employees**

The annual paid leave entitlement for permanent, full-time employees is 5.6 weeks equivalent to 20 working days per annum in addition to the 8 statutory public holidays. Annual paid leave entitlement for part-time permanent employees will be prorated. The 'holiday year' begins on 1<sup>st</sup> January and ends on 31<sup>st</sup> December.

##### **Restrictions on Taking Annual Leave**

Restrictions on taking of annual leave, which apply to all employees, are as follows:

- The Company reserves the right to shut down between Christmas and New Year, therefore 1.6 weeks holiday must be taken during this shutdown; the actual days to be at the Company's discretion.
- All leave must be approved in advance by your manager.
- In order to schedule temporary staff cover the Company requires adequate notice of staff leave periods. Requests for two weeks leave must be made two months in advance and requests for up to one weeks leave must be made two weeks in advance.
- It is of the utmost importance that leave is phased throughout the entire leave year so that the nursery is adequately manned to meet the child to supervisor ratio at all times. Apart from closedown periods only one member of staff per room may take leave at any one time. Employees must check the 'Diary' before submitting a request for leave.

##### **Calculating Annual Leave Entitlement for New Starters**

During their first holiday year, new employees have a prorated leave entitlement, calculated to the nearest half day, for the number of complete weeks remaining in the current holiday year.

*Days Leave Entitlement (inclusive of public holidays) on starting = number of weeks left in the holiday year x 0.5384 x number of days worked per week / 5*

##### **Calculating Annual Leave Entitlement on Terminating Employment**

Leave entitlement for employees terminating their employment will be calculated on a prorated basis, to the nearest half day of the employee's entitlement, for the number of weeks worked at the date of leaving in the current holiday year.

*Days Leave Entitlement (inclusive of public holidays) on leaving = number of weeks worked x 0.5384 x number of days worked per week / 5*

Employees terminating their contract are not permitted to take any leave entitlement while serving out their notice without the approval of their manager.

Any leave taken in excess of the entitlement will be repaid to the Company. The Company reserves the right to make an appropriate deduction from an employee's final salary to reclaim overpayments.

Annual leave is paid at the normal basic rate.

##### **Half Day Bonus Scheme**

Every month the management team will select employees it feels have worked hard within the month and deserve recognition for a bonus. This will come in the form of a voucher or half day bonus.

### **Attending Staff & Parents Meetings**

A number of staff meetings and parents meetings are held during the year. Staff are expected to attend all these meetings as part of their Contract of Employment and will be paid for the hours attended.

### **Long Service Extra Day's Holiday**

For each complete year (January - December) worked for the company one extra day's holiday per year will be awarded, up to a maximum of five days, to be taken in the following year.

### **Non-Absence Extra Day**

Staff who work the whole year (January to December) without taking time off for sickness or any other absence will be awarded an extra day's holiday during the following year only.

### **Birthdays**

All staff are entitled to an additional day's holiday on their birthday. If their birthday falls on:

- a day they do not usually work they get the next day off;
- a Saturday they get the previous Friday off;
- a Sunday they get the next Monday off.

All alternative dates will be chosen by the manager subject to availability and annual staff leave.

### **Special Leave**

Special leave is allowed in the following circumstances.

- Attendance at funerals - up to one day may be taken as compassionate leave in order to attend the funeral of a close family member. A close family member is defined as a spouse/life partner, child, parent, grandparent or sibling.
- Jury service (see below)
- Paternity leave
- Parental leave
- Public duties - unpaid (see below)

### **Compassionate Leave of Absence/Time Off for Dependants**

Employees may be granted unpaid leave of absence where their presence is essential to look after or deal with the affairs of a dependant, for example the case of severe illness or injury.

### **Unpaid Leave**

Unpaid leave is usually only granted for short periods and under exceptional circumstances when the employee has no further annual leave available. It can only be taken with the prior approval of a Director.

### **Jury Service and Court Attendance**

Unpaid leave is granted for the duration that an employee has to spend in court on jury service or as a compulsory witness. Employees should claim for loss of earnings and expenses through the courts.

### **Public Duties**

If an employee wishes to exercise their statutory right to take time off work for public duties (e.g. Justice of the Peace, Member of a Statutory Tribunal or Local Authority etc.) then unpaid leave may be granted by arrangement with their manager.

**Leave entitlement**

Temporary workers who are employed directly and paid via the Company's payroll are entitled to the same annual leave entitlement as their permanent colleagues.

For any overpayment of annual leave made to temporary employees leaving the Company, the Company has the right to deduct the overpayment from their final salary.

Agency employees are entitled to leave in accordance with their employer.

**Date: 01.01.18**

**Review date: 01.01.19**

## 5. Babysitting Policy

### **Aim:**

The purpose of this policy is to protect the reputation of the nursery and the company name.

It is to set out the terms relating to staff babysitting for children who attend the nursery. It is to state this is a contractual agreement between parents and the member of staff.

### **Staff Role:**

For a member of staff to babysit for a child that attends the nursery, the member of staff must have been working for Brindley House Childcare Centre for a minimum of six months. This links to 'every child matters' outcome staying safe and our duty to provide "stability, security and make sure children are well cared for." We can only do this after staff have the time to establish their position within the nursery.

Staff must also maintain confidentiality at all times and not discuss anything related to the nursery. A breach of confidentiality is gross misconduct and would therefore result in instant dismissal.

Staff are also reminded not to take any photographs of the children using their mobile phone while they are baby sitting. This is to ensure that staff do not leave themselves in a vulnerable position.

### **Parental Role:**

Parents ask staff to babysit at their own discretion; Staff are only able to babysit out of nursery working hours so that it doesn't interfere with the nursery.

Parents are not allowed to poach staff from the nursery to work on a full or part time basis. Poaching means employing a member of staff, who is employed by Brindley House Childcare Centre to work for them, during the hours they should be working for Brindley House Childcare Centre.

If a parent poaches a member of staff they will be liable for a fee of £1,000.00 as we would therefore be acting as an agency.

**Date: 01.01.18**

**Review date: 01.01.19**

## **6. Before & After School Club Policy**

Currently we drop off and pick up children from Butler's Court and St. Marys. In the Before School Club we provide breakfast for the children between 7:30 and 8am. In the After School Club we provide tea and fruit between 3 and 6:30pm.

Opening times: Before School Club: 7:30-9am; After School Club: 3-6:30pm.

### **Butler's Court/Davenies/St. Marys**

#### **Procedures for Pick-up and Drop-off**

- If we are dropping off or collecting 8 or more children staff always go in pairs to Butler's Court/Davenies/St. Marys to pick children up and drop them off. If 7 or less children one member of staff will drop off and pick up the children.
- Staff wait in the playground with the children in the mornings until the bell goes and children have gone to their respective classrooms.
- All teachers at Butler's Court/St. Marys know Brindley House staff and we have regular updates with them on which children we are picking up. They are also notified if we get new staff.
- All children are signed into the register upon arrival at Brindley House.
- Written permission is obtained from all parents prior to joining the Before & After School Club.
- Staff ratios must be obtained therefore we always have at least one member of staff if 7 children or less or two members of staff when 8 or more children for both drop off and pick-up.
- A first aider must be present and a suitable first aid box is always taken.
- Staff always check with the children before leaving the school that they do not need the toilet.
- During the walk to/from Brindley House to/from Butler's Court/St. Marys the children walk sensibly under the guidance of the staff.
- Within the guidelines, we have a travel plan which is followed and we work with the travel team supporting Walk to School Week.

**Date: 01.01.18**

**Review date: 01.01.19**

## **7. Biting Policy**

Biting is a common behaviour that some young children go through. This is part of some children's development and can be triggered when they do not yet have the words to communicate their anger, frustration or need. At Brindley House Childcare Centre we follow our positive behaviour policy to promote positive behaviour at all times.

The nursery uses the following strategies to prevent biting: sensory activities, biting rings, adequate resources and staff who recognise when children need more stimulation or quiet times. However, in the event of a child being bitten the following procedures will be followed:

The child who has been bitten will be comforted and checked for any visual injury. First aid will be administered where necessary. An accident form will be completed and the parents may be informed via telephone if deemed appropriate, otherwise they will be informed when collecting their child. The bitten area will be continued to be observed for signs of infection.

For confidentiality purposes and possible conflict the name of the child who has caused the bite will not be disclosed to the parents.

The child who has caused the bite will be told in terms that they understand that biting (the behaviour and not the child) is unkind and will be shown that it makes staff and the child who has been bitten sad. The child will be asked to say sorry if developmentally appropriate or develop their empathy skills by giving the child who has been bitten a favourite book or comforter. An incident form will be completed and signed by the witness and the person in charge.

If a child continues to bite, observations will be carried out to try to distinguish a cause, e.g. tiredness or frustration. Meetings will be held with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault.

In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, prompt treatment may be needed for both the child who has bitten and the child who had been bitten.

If a child or member of staff sustains a bite wound where the skin has been severely broken they may require urgent medical attention after initial first aid has been carried out.

Where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, e.g. in some cases of autism where a child doesn't have the communication skills, the setting will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.

**Date: 01.01.18**

**Review date: 01.01.19**

## **8. Code of Conduct Policy**

The reputation and representation of the nursery is paramount and therefore, as employees, staff represent the nursery and must act accordingly.

If staff and parents socialise together the nursery, or any issues surrounding it, must not be discussed.

Staff are allowed to socialise together outside work as long as they maintain confidentiality and do not discuss the nursery or any matters relating to the nursery.

This includes social media, such as Facebook, on which staff must not be friends with any parent while their child attends the setting.

If staff are socialising outside work and see any parents they need to ensure they act appropriately and in a professional manner, and must not discuss the nursery or any matters relating to the nursery.

**Date: 01.01.18**

**Review date: 01.01.19**

## **9. Collection of Children Policy**

Parents must thoroughly complete a registration form indicating who will usually collect their children and provide emergency contact numbers for themselves and their friends/ relatives. This information will also be kept in the register.

If someone other than the designated parent is likely to collect the child/children, we encourage the parents to physically introduce that person beforehand.

On days when the parent or person who usually collects the children cannot collect the children Brindley House Childcare Centre should be informed in writing. If the staff have not been introduced to the person collecting the children, a password system will be used. The person will also be asked for some identification (e.g. bank card; driver's licence).

If for any reason staff feel uncomfortable allowing the children to leave the premises, they will inform the manager who will take appropriate action.

Parents should endeavor to collect their children punctually. If they cannot do so, they must ring the nursery and inform them. Two members of staff will remain in the nursery until the last child is collected.

If the staff feel the person collecting a child is unsuitable due to being drunk / abusive, staff will call someone from the emergency contact list to collect the child. If staff are unable to get hold of someone to pick the child up Social Services will be called.

**Date: 01.01.18**

**Review date: 01.01.19**



## **10. Continued Professional Development Policy**

### **Aim:**

To make sure staff are developing themselves in a professional manner related to their job role.

To make sure staff are updating themselves with new legislation as it comes into practice and that they are competent in the role they hold.

### **Putting it into practice:**

Staff must attend 80% of staff meetings and training development evenings as part of their continued professional development.

They must also complete in house child protection/safeguarding, health and safety, first aid, fire safety, manual handling, behaviour management, parent partnership, food hygiene, planning and "Tapestry" training.

All staff must also complete the three hour safeguarding children training course through the local authority as soon as practically possible to do so.

All staff must complete 25 hours of continued professional development per year and keep a progress report of this in their CPD log.

These 25 hours can be made up of staff meetings, in house training, attendance at the training days provided by Bucks County Council, as well as any research done.

**Date: 01.01.18**

**Review date: 01.01.19**

## 11. Complaints Policy

It is of paramount importance that the nursery should run smoothly and that parents and staff should work together, in order to support the children in the best way possible. In the event of a complaint from either staff or parents, every effort will be made to respond to the matter quickly and appropriately.

We try to ensure the smooth running of the nursery with close co-operation between parents and staff.

If there is a complaint from either parents or staff it will be dealt with quickly in the following manner.

1. A parent or member of staff should either speak to the Room Leader or the Manager. Notes must be taken during/immediately following this meeting.
2. The Manager and Managing Director must be informed immediately, if not involved directly.
3. There will be a discussion as quickly as possible between staff and/or parents to try to solve the problem.
4. Complaints will be recorded in a complaints book.
5. If, after two weeks, the problem is not satisfactorily resolved, the complainant must put their complaint in writing and a formal meeting will be arranged.
6. If necessary, after this procedure, an outside mediator could be brought in and parents and staff are clearly informed that they can phone Ofsted if they feel their complaint has not been dealt with in a satisfactory manner. Ofsted complaints help line 03001231231. Or [www.ofsted.gov.uk](http://www.ofsted.gov.uk) or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

OFSTED  
National Business Unit  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

7. When resolved the final outcome is also recorded in the complaints book with a recommendation for changes to prevent a recurrence.

**Date: 01.01.18**

**Review date: 01.01.19**

## 12. Confidentiality Policy

To meet the needs of all the children in our care it is important to share information with parents and with one another in order to support the child's development.

It may also be necessary in some circumstances for the nursery to seek the help of outside agencies. If this action is required the parents' permission will be sought.

All of the children's records will be stored in a locked filing cabinet.

All staff records will be kept in a locked filing cabinet.

We will work with other individuals e.g. childminders picking up and looking after the children from setting to make sure the individual child's needs are being met. This will be agreed with the parents.

**All members of staff will keep any information or knowledge, confidential. This means they will not discuss it amongst themselves in or out of work and with anyone else out of the environment unless they have sought the appropriate consent to do so.**

No member of staff (either currently employed or previously employed by the company) is allowed to give a reference for any other employee (either currently employed or previously employed by the company) in their capacity as a work colleague.

All members of staff will read this policy on confidentiality and sign the agreement document.

**Date: 01.01.18**

**Review date: 01.01.19**

### **13. Disciplinary and Capability Policy**

This policy and procedure does not form part of an employee's contractual terms and conditions, but is for best practice only.

#### **Disciplinary Policy**

It is necessary for the proper operation of the Company's business and the health and safety of the Company's employees that the Company operates a disciplinary procedure. The following procedure will be applied fairly in all instances where the Company believes that disciplinary action is necessary.

Employees are expected to behave in a responsible manner at all times and are expected to comply with standards, procedures and reasonable instructions issued.

An employee breaching a disciplinary rule will render him/herself liable to disciplinary action. However, the Company recognises that there may be instances when unsatisfactory performance by an employee should more appropriately be dealt with outside the disciplinary procedure. Therefore, where unsatisfactory performance at work is due to lack of skill, aptitude, health or any other physical or mental quality then the matter will be dealt with under the capability procedure.

Without prejudice to the above, the procedure does not apply to:

- Termination during or at the end of a probationary period of service (including any extended probationary period of employment).
- Termination by mutual consent.

#### **Disciplinary Rule**

Matters that the Company views as amounting to disciplinary offences include (but are not limited to):

- Irregular attendance or poor time keeping;
- Unauthorised or persistent absenteeism;
- Failure to comply with safety rules (not giving cause to immediate danger);
- Carelessness in the handling of Company property, leading to its damage;
- Failure to comply with the Company systems and procedures;
- Acts of discrimination or harassment of other employees;
- Unauthorised access to computer systems or data;
- Minor insubordination;
- Smoking in an unauthorised area;
- Misuse of the Internet;
- Not signing in and out at times of entering and leaving the nursery or entering false in and out times;
- Unauthorised signing in and out for another employee.

#### **Gross Misconduct**

Gross misconduct is misconduct of such a serious nature that it breaches the contractual relationship between the employee and the Company. In the event of gross misconduct on the part of the employee, the Company reserves the right to terminate summarily the employee's contract of employment without notice or pay in lieu of notice.

Examples of offences classified as gross misconduct are given below. This list is not exhaustive but is intended to indicate the type of offence that could be treated under this category:

- Conduct or behaviour likely to endanger the well-being of the children, the staff or the nursery;
- Gross insubordination to a member of management;
- Theft or dishonesty;
- Wilful damage of Company property;
- Serious damage to Company property through carelessness or negligence;
- Wilful disregard of safety rules and/or practises causing danger to persons or property;
- Verbal, physical or sexual assault whilst on Company premises or in Company time;
- Refusal to carry out legitimate and reasonable orders or instructions;
- Being under the influence of intoxicants or illegal drugs to the detriment of efficiency and safety;
- Falsification of records - e.g. application form, enhanced disclosure, time recording, timesheets, expense claims, self-certification forms etc.
- Wilful breach of the Personal Computer Policy - viruses;
- Wilful breach of an employee's Terms and Conditions relating to confidentiality, inventions and patents;
- Threatening or intimidating behaviour including violence actual or threatened;
- Gross negligence;
- Bringing the Company into disrepute.

### **Disciplinary Procedure**

When an employee is not achieving or maintaining an acceptable level of job performance, the manager will, through appropriate instruction, training, counselling, or other means endeavour to help to improve the employee's work performance.

The manager may consider in certain circumstances e.g. following a minor infringement of a Company rule or procedure, that there is no need to resort to the procedure and that it is sufficient to discuss the matter with the employee. Counselling of this kind will be considered as an oral reprimand or caution and a record will not be maintained on the employee's personnel file.

When any disciplinary action is contemplated the following procedure will be followed:

- There will be a full investigation into the facts of the case by the relevant manager initiating the disciplinary action;
- A letter will be sent to the employee setting out the alleged misconduct, characteristics or other circumstances which have led to the contemplation of disciplinary action and inviting him/her to attend a meeting;
- A disciplinary hearing will be conducted by the appropriate manager. The employee will be given the opportunity to state his/her case, call or consult witnesses and be accompanied by a fellow employee of his/her choice;
- A written record of the facts of the case will be kept;
- In cases of serious or gross misconduct, the employee may be suspended with pay during the investigation;
- As soon as possible after the consultation of the disciplinary proceedings, the employee will be informed whether or not any disciplinary action is to be taken;
- This decision will be confirmed in writing, advising the employee of his/her right of appeal.

## **Disciplinary Action**

In cases other than those involving gross misconduct, the following disciplinary action may be taken.

### ***Stage 1 - Verbal Warning***

For a minor offence or offences, a verbal warning may be issued making it clear that further misconduct will render the employee liable to further more severe disciplinary action. A record of the warning will be held on the employee's personnel file and this warning will remain 'live' for a period of 6 months.

Any such verbal warning will be issued by the employee's manager.

### ***Stage 2 - Written Warning***

For a more serious offence or where satisfactory improvement or standards have not been achieved following a verbal warning, a written warning may be issued setting out the nature of the offence, the improvement that is required and the timescale for achieving this improvement. The employee's shall also be informed of the consequences of further misconduct.

A copy of the written warning will be held on the employee's file and shall be disregarded for disciplinary purposes after twelve months, subject to continued satisfactory conduct and performance.

A written warning may only be issued by a Manager or more senior level of management. The employee will be advised of his/her right of appeal.

### ***Stage 3 - Final Written Warning***

If an employee has a current warning about conduct or performance then further misconduct or unsatisfactory performance (whichever is relevant) may warrant a final written warning.

A copy of the final written warning will be held on the employee's file and shall be disregarded for disciplinary purposes after twelve months, subject to satisfactory conduct and performance.

There may be occasions when misconduct is considered to be insufficiently serious to justify dismissal but sufficiently serious to warrant only one written warning which in effect will be both first and final.

A final written warning may only be issued by a Manager or more senior level of management.

### ***Stage 4 - Dismissal***

For an act or acts of further misconduct other than gross misconduct, by an employee who is written under a final written warning, the employee will be liable to dismissal with notice with pay in lieu of notice.

The Company reserves the right to implement the procedure at any stage taking into account the alleged misconduct of an employee. However, employees will not ordinarily be dismissed for a first disciplinary offence.

Where time limits are referred to in the course of this procedure they may be varied by consent between the employee and the Company.

The Company allows employees to be accompanied at any disciplinary hearing by a fellow worker of their choice.

### **Gross Misconduct**

In circumstances where the misconduct of the employee is so serious that summary dismissal is appropriate, it will be effected without notice, or payment in lieu of notice or accrued benefits defined under the employee's terms and conditions of employment.

The authority to dismiss an employee must be sanctioned by a Director having consulted the manager/director responsible for the employee. A manager may carry out the dismissal of an employee.

### **Appeals Procedure**

An employee may appeal against any disciplinary sanction imposed against him/her, with the exception of verbal warning. He/she inform their manager of this intention and submit a written appeal, detailing the basis on which they are appealing, within five working days to (where possible) the level of management more senior than the person who initiated the action.

The senior (or other) manager appealed to will investigate the matter and within five working days the employee will be sent a written invitation to attend a meeting when they will given the opportunity of stating their case, to call witnesses and of being accompanied by a fellow employee of their choice. The original decision may be upheld, modified or changed as considered appropriate. The resulting decision will be communicated to the employee personally and confirmed in writing with a copy being retained on the employee's personnel file. This decision will be upheld as final.

### **Capability Procedure**

Where unsatisfactory performance at work is due to lack of skill, aptitude, health or other physical or mental quality, then the matter will be dealt with under the following procedure.

A warning stage is provided in this procedure. If an employee is given a warning under this procedure, the warning may also be taken into account if there are any disciplinary findings against the employee under the disciplinary procedure, before reference to the warning expires. Similarly, any current disciplinary warning can be taken into account at the final stage of the capability procedure.

When an employee's ability to perform to a satisfactory standard is due directly to physical or mental impairment as defined under the Disability Discrimination Act 1995, professional advice and guidance should be sought before any action is taken.

#### ***Stage 1***

Where an employee, through lack of capability, is unable to carry out work required or is performing at an unsatisfactory level, the employee's immediate manager will conduct an informal discussion with the employee. This will be used to bring the employee's attention to the issues in question to obtain the facts and details relevant to the issues and needs, and initiate agreed options for improvement.

Following the discussion, appropriate arrangements will be made to supervise and monitor the employee's continuing performance. The employee will be required to co-operate with the monitoring process.

A file note will be kept of all discussions and agreed improvements with appropriate targets and review dates.

### ***Stage 2***

If, after allowing a reasonable time for improvement, it is considered that the employee has failed to achieve the standards of performance required, the employee will be sent a letter outlining the issues and inviting them to attend an interview to discuss the matter. The meeting will be conducted by the manager or more senior member of management. Consideration will be given to whether the matter is due to lack of capability or is within the employee's control to make the necessary improvements. If it is the latter, further action shall be taken under the disciplinary procedure.

Where it is still considered to be a capability issue, the employee will be reminded of the steps taken to encourage improvement or have explained the consideration that was given to reports obtained or qualified assessments of ability to fulfil the required role.

The employee, who may be accompanied by a fellow employee, will be given the opportunity to raise any points which he or she wishes to have considered. If no acceptable explanation is given by the employee or it is considered that improvement to a satisfactory level is unlikely to be achieved within an acceptable time span, then the employee will be formally warned that failure to achieve and sustain a level of satisfactory performance will lead to further action which could lead to the termination of the employee's contract of employment.

Following the interview, appropriate arrangements will be made to supervise, monitor and regularly review the employee's continuing performance. The employee will be required to co-operate with the arrangements made.

### ***Stage 3***

If after a reasonable amount of time has been allowed for improvement or a subsequent review confirms that improvements will not be achieved, then a further interview will be arranged. The meeting will be conducted by the Manager (or more senior member of management). Consideration will be given to all the facts relating to the issue. The employee will be given the opportunity to raise any points, which he/she wishes to have considered.

Having gathered the facts, the meeting will be adjourned to consider appropriate action. Options available may include:

- Agreeing an extension to the time for which improvement shall be made;
- Reallocation of duties with associated review of salary/grade;
- Transfer to another job;
- Termination of contract of employment;
- Other agreed option (i.e. early retirement etc.)

Where appropriate action involves a transfer or termination of employment, then authority must be granted by a Director.

The agreed action will be explained to the employee at a reconvened meeting and confirmed in writing.

If dismissal is decided upon, the employee will be dismissed with notice or with pay in lieu of notice.

The employee has a right of appeal at all stages of the Capability Procedure. Appeals should follow the standard Appeal Procedure as outlined in the Disciplinary Procedure.



**Guidance**

Further guidance can be found at:

Discipline and Grievance at Work

Employment Rights Act 1996

Disability and Discrimination Act 1995

Employment Relations Act 1999

Trade Unions and Labour Restrictions (Consolidation) Act 1992

Access to Medical Reports Act 1988

Equality Act 2010

The following link provides supporting information and guidance:

[www.acas.org.uk](http://www.acas.org.uk)

[www.dataprotection.gov.uk](http://www.dataprotection.gov.uk)

[www.legislation.hmso.gov.uk](http://www.legislation.hmso.gov.uk)

**Date: 01.01.18**

**Review date: 01.01.19**

#### **14. Disposal of Waste Materials and Bodily Fluids Policy**

1. Oils and fats - Placed in a container. Once cooled put the container into a plastic bag and disposed off into the outside bin.
2. Glue - Left to go hard in the container and then peeled off and placed in the bin.
3. Paper, plastic bottles, glass bottles, and cans go into the re-cycling bin.
4. Nappies - (Disposables) Gloves and aprons to be worn and nappies, gloves and aprons to be put into nappy sacks, put into the nappy bins which are regularly emptied and collected.
5. (Terry) Nappies to be put into nappy sacks and placed in appropriate bin, at the end of the day the nappies are taken home.
6. Blood - Gloves and aprons to be worn, clothes to be soaked in a bowl and then washed, the bowl to be disinfected thoroughly, gloves, aprons and any other tissues, cotton wool etc used to be disposed of in the nappy bins.
7. Soiled clothes - Gloves and aprons to be worn, clothes to be sluiced and then put into nappy sacks and taken home, all gloves and aprons to be put into the nappy bins.
8. Paper towels - to be disposed of into bins, which are emptied daily into the waste bin outside.
9. Diarrhoea/ urine and sick - Gloves and aprons to be worn. Spillage to be mopped up with paper towels, which are securely placed into nappy sacks and put into the nappy bins, the floor to be detoxified thoroughly, any clothes to be sluiced, put into nappy sacks and sent home.
10. Spray the changing mat with a detoxifying spray and wipe dry using paper towels and place into the nappy bin after every nappy change.

**Date: 01.01.18**

**Review date: 01.01.19**

## 15. Emergency Policy

### **BOMB THREATS**

#### ***Bombs - Telephone Warnings:***

- In the case of a direct telephone threat, as much detailed information should be sought from the caller as is possible in the circumstances. Such things as the following should be noted:
  - Callers accent
  - Callers manner
  - Background noises
  - Precise details of the warning
- Wherever possible the person taking the call should alert another person as the call is taking place.
- Although threats may prove to be hoaxes any calls received must be taken seriously,

#### ***Bomb Warning Procedure:***

- All bomb threats should be reported immediately to the Manager or person in charge, who should authorise a call for Police advice and assistance. Also one or more of the following must be contacted (Sarah Fahey; David Fahey; Andrew Bain; Jane Bain; Simon Bain - telephone number for each are in the office). Whatever the source of the warning, the decision to evacuate the site rests with the Manager or person in charge and should be based on all the evidence available and risk.
- In general the police will advise, that the site should not be evacuated unless a package or container is found in conjunction with a warning that could be the device described and could contain explosive.

#### ***Searches:***

- The Manager or person in charge is to follow the procedure for searching the building:
  - A thorough and systematic search of each room at the site. The priority of search areas will depend on information given in the warning.
  - Staff involved in the search should inform the Manager or person in charge of the results of their search using the nearest telephone and checking off their designated areas.
  - During a search for a suspicious package, radio messages and use of mobile phones in the vicinity should be avoided altogether, because of the risk that certain devices can be triggered by radio waves. Communication should be achieved through the internal landline telephone system.
  - In the event of a device or other suspicious items being found, the searcher should move themselves (and everyone else) away from it and inform the Manager or person in charge immediately. The Manager or person in charge will then initiate the clearance of the area, cordoning off the area with tape and restricting further access.
  - The Manager or person in charge should consult with the Emergency Services before taking the decision to evacuate in relation to a bomb threat.

#### ***Evacuation:***

- Where the Manager or person in charge decides to evacuate all or part of the site, the objective should be to clear everyone from the danger area as rapidly, calmly and safely as possible.
- Procedure to be followed in the event of an evacuation:
  - Staff are responsible for the room they are in at the time of the evacuation. Do not re-enter the building under any circumstances.

- There are allocated fire marshals in every area of the nursery. These people are responsible for checking their allocated area and making sure everyone is out of the building. (A list of these designated people is in the reception, office & top of stairs.)
- Upon evacuation all children are lined up outside in their room groups and once everyone is assembled outside a register is taken.

#### **Downstairs Nursery:**

- Children from the Nursery toilets, Jungle Safari, Corridor and Rocket Space to leave by the door to the garden in Rocket Space room and assemble in the nursery garden.
- One member of staff from Rocket Space to open the fire exit door off Rocket Space room and assemble the evacuation cot for the babies and go up the fire escape on the outside of the building to help to ferry babies downstairs.
- The last member of staff to leave Jungle Safari and Rocket Space must remember the register.

#### **Upstairs Nursery - Rainbow Room:**

- The normal route in the event of a fire is for children and staff to leave Rainbow room and bathroom and go along the corridor to the Little Dots room with the fire escape. The children and staff are to go down the fire escape, round the side of Rocket space and assemble in the main garden.
- If the fire is in the Before & After School Club, upstairs staffroom, Coral Reef room or the corridor serving these rooms, the children and staff are to evacuate down the main stairs into reception and out through the Brindley Base fire escape.
- The last member of staff to leave the room must remember the register.

#### **Upstairs Nursery - Little Dots:**

- Babies, toddlers and staff from the staff room, nursery toilets, and Little Dots and Coral Reef rooms must evacuate the building from the outside fire escape in Little Dots room and meet in the playground outside. A member of staff from Rocket Space will come up the fire escape to help ferry children down.
- When using the fire escape please pass the children down to each other rather than carrying them down and walking back up to collect the next child.
- The last member of staff from Little Dots to leave the room must remember the register.

#### **Downstairs Nursery - Coral Reef:**

- Coral Reef staff and children leave Coral Reef via the back door fire escape and join the rest of the nursery in the nursery garden.

#### **The Manager or Person in Charge in the Nursery:**

- The person in charge on the day will remember to get the phone, children's and staff sign in file and the keys and follow on into the garden.
  - The fire brigade will be phoned and all children and staff accounted for.
  - The person in charge will turn the alarm off as soon as is safe to do so and will tell everyone when it is safe to re-enter the building.
  - Should for any reason everyone be unable to assemble in the nursery back garden, our alternative assembly point is through the back gate and into the car park in Burkes Road that the nursery backs onto.
- Nobody should be permitted to return to the site until the Manager or person in charge, having consulted the Senior Emergency Services Officer, gives the all clear.
  - The Manager or person in charge must ensure effective communication with staff, visitors and anyone who may be affected by the incident.

- Muster points for a bomb threat will generally be a much further distance from the building than in the event of a fire. Again, advice from the emergency authorities should be followed.
- There may be a case for evacuating in the event of a bomb scare in a neighbouring facility. In that case, the advice of emergency services shall be obeyed.

#### ***Suspicious Packages:***

- The following information is given to all employees:
  - Explosive devices are normally of simple construction and may be carried in a briefcase, bag or parcel or they may be sent through the post as a letter or package.
  - If you find a suspicious package:
    - DO NOT USE A RADIO OR MOBILE PHONE FOR COMMUNICATION.
    - DO NOT PLACE ANYTHING ON TOP OF IT.
    - DO NOT TAMPER WITH IT OR MOVE IT.
    - WARN OTHERS TO KEEP AWAY FROM IT.
    - SECURE THE AREA.
    - INFORM THE MANAGER OR PERSON IN CHARGE WHO WILL INFORM THE POLICE.
- Incendiary devices are particularly difficult to detect. The devices are generally small enough to fit into a cigarette lighter and are designed to ignite after a predetermined delay period. This allows them to be planted during working hours and to ignite during the silent hours.
- Devices may be planted in the following locations:
  - In pockets of garments or among clothes;
  - In drawers or slipped down the sides of upholstered furniture.
  - Behind books on shelves.

**DO NOT HANDLE A SUSPECTED INCENDIARY DEVICE. IT MAY KILL OR MAIM. CLEAR THE AREA AND INFORM THE MANAGER OR PERSON IN CHARGE.**

#### **FLOODING**

- Flooding will usually be caused by:
  - Flash flooding by rain, particularly close to rivers
  - A leak within the building from a supply pipe
- Approved contractors who should be contacted in the event of a flood having occurred should be listed in the office.
- Flooding can damage electrical systems and the location of electrical isolation switches should be known to reduce this risk.
- If the building becomes unsafe due to flooding the Manager or person in charge should instigate the evacuation procedure.
- Flooding due to the weather:
  - Some sites, due to their location, are more at risk than others. Where sites have flooded previously due to their proximity to watercourses, there should be a planned response for the site in respect of this risk.
  - In some cases it may be relevant to hold sand bags on site.
- Leaks due to a supply pipe:
  - Damage in respect of this will be limited by knowing how to switch off the supply.

#### **GAS LEAKS & RISK OF EXPLOSION**

- An odour is added to gas supplies and this will usually be the first indication of a leak on a site. The Manager or person in charge should be able to switch off the gas supply at the mains to reduce this risk. The location of cut off switches should be known and held on a list in the office.
- The relevant statutory body should be notified immediately and their advice followed. The building should be evacuated as if for a bomb evacuation, to the relevant external assembly point.
- If a gas leak is suspected individuals will be notified and must ensure that doors and windows are opened and steps taken to ensure that:
  - There is no smoking
  - Use of any naked flames is prohibited
  - Use of any light switches is prohibited
  - The fire alarm is not activated as this could also ignite gas in the air.
  - Call 0800 111 999
- The assembly point will be the same as the external bomb evacuation point.

### **DEBRIS FALLING FROM A BUILDING**

- There have been cases where people have been seriously injured or killed as a result of debris or parts of the building fabric falling into the area below.
- Where there are known weaknesses in the building structure this information should be provided within a site-specific emergency plan along with remedial actions and controls that are in place to prevent an incident. Regular checks on these areas will be required.
- The name of a building surveyor and suitable approved contractor should be available to deal with such an eventuality where this could be a risk.

### **ELECTRICAL FAULT**

- Should the electricity supply fail in the building as a whole in the first instance the Manager or person in charge should ascertain if the fault is isolated to part of the building or an area beyond, before contacting the appropriate statutory authority to report the fault.
- IT systems may be affected in the event of a major failure in the electrical supplies.
- Damage to Electrical Systems by Contractors. Contractors should be notified, where ever possible, of any known underground electrical cabling or overhead cables so that work can be planned with this in mind.
- If a contractor working on site damages an electrical cable there is the risk that exposed ends of the cabling could come into contact with conductive materials or individuals causing serious injury.
- If such an event occurs the Manager or person in charge is to ensure that the contractor restricts access to the area via an appropriate barrier and signage to prevent unauthorised access.
- The Manager or person in charge should undertake an investigation following such an event to determine the cause and to ascertain if contractor management procedures have been followed.
- If plant or equipment comes into contact with overhead power lines or there is any kind of an electrical short circuit that leads to fire the incident is RIDDOR reportable.

### **LOCKDOWN PROCEDURES**

- This refers to the procedure for keeping children and staff safe by keeping them indoors in their rooms or other safe locations. Examples of when it might be used include when there is a serious threat from an intruder (e.g. a gunman) on the nursery premises or within the

- vicinity of the nursery or an industrial incident or a fuel/chemical spill outside the school or a local terrorist attack.
- In the case of an intruder, the Manager or person in charge needs to consider whether it was safer to keep children and staff within their room or to evacuate and disperse.
  - The nursery has a special signal for a lockdown. All staff will be aware of the signal.
  - The following general advice may be followed:
    - Signal lockdown using the designated procedure.
    - Check the hallways and get all children and staff into the closed rooms or safe areas.
    - Keep all children in your room until given the all clear.
    - Consider locking or wedging your doors if possible, shut windows and blinds. Turn off lights if necessary.
    - Keep children seated and away from doors and windows. There may be circumstances when it is best to sit on the floor or under desks.
    - Staff will maintain (as best they can) a calm atmosphere in the room and keep alert to the emotional needs of the children.
    - Try and keep children engaged in a quiet activity or game.
    - Do not allow anyone out of the room during a lockdown procedure in any circumstances.
    - Staff should remain with their children at all times.
    - If a member of staff is out of their room at the time of the incident then they should attempt to go back to the room IF SAFE to do so. However, if this is too risky or dangerous then they must try and make contact with the children as soon as possible.
    - The Manager, office staff and other non-teaching staff who can be safely assembled, should form a School Emergency Response Team.
    - Parents should not be allowed to pick up their children during a lock down procedure.
    - If the children are outside, staff should, depending on the situation, either move them to the nearest hall or building that can be secured. In case of an intruder attack, there should be an alternative escape route, or a place to hide or disperse or take cover.
  - Containing the After Effects of a Chemical Incident:
    - In these situations it is essential that all doors and windows be kept shut. All appliances, such as extractor fans and air conditioning should be switched off. Senior staff should wait for the all clear from the emergency services.
    - If telephone lines are down or busy, listen to the radio or TV. It may be necessary to maintain this situation for several hours, or even overnight.
    - In very extreme circumstances it will be safer for children to be kept in the nursery for a long period even without food and blankets.

**Date: 01.01.18**

**Review date: 01.01.19**

## **16. Employment Policy**

The Company is an equal opportunities employer. Its policy in relation to equal opportunities covering the following areas is included in the Equal Opportunities policy:

- Recruitment & Selection.
- Training, Promotion & Career Development.
- Personnel Policies & Procedure.
- Monitoring of Records.

A personnel file for every member of staff is held under lock and key in the office. Access to these files is restricted to the Directors and Nursery Manager.

Each personnel file contains:

- All letters received from and written to the employee.
- The employee's Written Statement of Particulars of Employment (Employment Contract).
- Employment Contract Changes.
- Meeting Notes.
- CV.
- Job Application Form.
- Personnel Information Form.
- Copies of Qualification Certificates.
- Appraisals.
- DBS Number.
- CPD file.

New staff are employed subject to satisfactory references and DBS clearance. Not disclosing any relevant information prior to a DBS Form being submitted for clearance may result in the offer of employment being withdrawn, and if the employee has started, instant dismissal on grounds of gross misconduct.

New staff are employed on a probationary period for the first year of employment.

For new staff supervision meetings are held after the 1, 3, 6, and 9 months with an appraisal after 12 months. Thereafter staff will have supervision meetings termly and appraisals annually.

Each employee is given Induction training on their first day of work; and each employee is given an Employee Handbook.

**Date: 01.01.18**

**Review date: 01.01.19**



## 17. Equal Opportunities Policy

### **Policy Statement**

The Company shall take positive measures to ensure that there is no discrimination, either direct or indirect, overt or unintentional, in respect of its selection processes, training and promotion opportunities, applications of conditions of service, personnel policies and procedures, etc, on the ground of race, sex, marital status, age, disability, religion, creed, nationality, ethnic or national origins, social background or sexual orientation. Hereafter these groups will be referred to as by "race, sex, etc".

It recognises that it is good practice positively to encourage the breaking down of barriers which exist where one group predominates, although selection of candidates or employees for appointment, promotion, training, etc, will always be based on the merit and qualification of the individual.

The company shall also take positive measures to ensure equality of opportunity and inclusion in meeting the needs of all children, particularly those that arise from children's ethnic heritage, social and economic background, gender and those who are disabled, have learning difficulties or have special educational needs.

It recognises that an Equal Opportunities Policy requires regular reinforcement and monitoring of its effectiveness and will therefore:

- Requires Managers to ensure the effective implementation of the policy.
- Establishes a monitoring process to collect information in order to ascertain the effectiveness of its policy.
- Ensures that all personnel related policies and procedures are regularly monitored in their practical application and include reference to equal opportunities.

### **Legislation and Codes of Practice**

The Company's policy and practices include compliance with the provisions of the legislation (e.g. Employment; DDA) and the EYFS Statutory Framework applicable at the time.

#### Equality Act 2010:

This law bans unfair treatment and helps achieve equal opportunities in the workplace and in wider society. The act replaced some previous anti-discrimination laws with a single act to make the law simpler and to strengthen protection. It sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, discrimination by association, discrimination by perception, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly:

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

In 2006 a new section was inserted into the Education Act 2002 placing a duty on maintained schools to promote community cohesion. This took effect in September 2007. 'Community cohesion' means:

- A society in which there is a common vision and sense of belonging.
- A society in which the diversity of people's backgrounds and circumstances is appreciated and valued.
- A society in which similar life opportunities are available to all.

EYFS recommendations:

- Practitioners should 'ensure that their own knowledge about different cultural groups is up-to-date and consider their own attitudes to people who are different from themselves'.
- 'Providers have a responsibility to ensure positive attitudes to diversity and difference - not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society'.
- It is effective practice to 'support babies and children to develop a positive sense of their own identity and culture; this helps them to develop a positive self-image'.
- 'Give children accurate information which challenges cultural, racial, social and gender stereotypes'.
- 'Invite children and families with experiences of living in other countries to bring in photographs and objects from their home culture'.
- Introduce children to a range of cultures and religions, for example, tell stories, listen to music, dance and eat foods from a range of cultures. Use resources in role-play that reflect a variety of cultures, such as clothes, symbols, candles and toys.

The Company shall take all reasonable measures to ensure that no child is subject to corporal punishment, either actual physical or verbal or any threat of any form of corporal punishment.

The Company recognises that incidents of racial discrimination are a serious offence and shall be responded to accordingly.

The Company shall take all reasonable measures to not discriminate against a child or adult with disabilities and will make reasonable adjustments for them.

**Recruitment and Selection**

Whenever a vacancy occurs any job description and/or person specification produced will be vetted to ensure that there are no requirements or criteria which are unnecessary to the post and have a discriminatory effect.

When advertising, it will be ensured that the media used cover the full range of racial or other groups within the market place. Advertisements should be vetted to ensure there is no direct or indirect discrimination in contravention of legislation.

Short listing will be conducted against the objective criteria set out in the job description and person specification. Managers selecting a short-list should be careful not to take account of factors which are irrelevant to the requirements of the post.

Interviewers should be familiar with the Company's Equal Opportunities Policy. Where possible applicants will be interviewed by more than one person.

Interview questions must be related to the requirements and circumstances of the job and not be of a discriminatory nature. Patterns of behaviour must never be judged on the basis of past

assumptions. Interviewers should be aware of possible misunderstandings which can occur in interviews between persons of different cultural backgrounds.

Selection decisions must not be influenced by race, sex, etc, by the traditional profile of past or other post-holders, or by age, which in some circumstances, constitute unlawful, indirect discrimination. Nor must they be influenced by perceived prejudices of other staff. Decisions must be based on pre-established selection criteria. If selection tests are used they should be checked to ensure that they are related to the job requirements. Records of reasons for non-selection of interviewees must be kept with the application forms, job description and person specification for a minimum of 6 months.

In relation to disabled applicants, consideration must always be given to such adjustments to the working environment that might be made to overcome any perceived difficulty and to the possibility of external advice being taken.

### **Training, Promotion and Career Development**

The Company shall ensure that training, promotion and career development opportunities are offered equally to all staff. This includes a regular review of procedures for promotion and career development to ensure that they are in line with the Equal Opportunities Policy and do not include any discriminatory practices.

All decisions relating to promotion must be recorded, and reasons for turning down applicants discussed with them if so requested.

Reference to Equal Opportunities practice and procedure will be included in general management training events.

### **Personnel Policies and Procedures**

Policy and procedures shall, where relevant, take account of race, sex, etc, discrimination and cultural needs, and in particular:

- Any direct racial, sex, or age related etc, discrimination during employment will be treated as disciplinary offences under the disciplinary procedure.
- An employee who has in good faith taken action under the Race Relations Act or other legislation shall not, for that reason, receive less favourable treatment than other employees.
- Particular care will be taken to deal effectively with all grievances about discrimination, victimisation, harassment, etc.
- No employee will receive less fair treatment.

### **Monitoring of Records**

The Company shall create and maintain employment records of all employees in order to monitor the progress of this policy.

All records of staff obtained for monitoring purposes, and of job applicants will be kept confidential. Those dealing with the information will be made aware of its confidential nature and the reason for collection.

### **Meeting the individual needs of all children**

*Special Educational Needs and Disability Code of Practice: 0 to 25 Years (January 2015).*

This policy is written in response to the Special Educational Needs and Disability Code of Practice: 0 to 25 Years 2014, and in accordance with government initiatives, including the requirements of the Early Years Statutory Guidance 2014.

Brindley House Childcare Centre works on the belief that all children and their families have a right to be part of their local community and to be welcomed and included on equal terms.

The setting will endeavour to ensure that all children have the opportunity to participate in the full range of activities and opportunities offered and that their individuality and potential will be recognised, valued and nurtured.

Brindley House Childcare Centre recognises the DfES (DCSF) definition of Special Educational Needs. "Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them".

The Company values diversity including the provision of Special Educational Needs (SEN) for those children who require it. If a child has more difficulties than most children their age with communication or behaviour, help and advice shall be provided by trained special educational needs specialists.

Providers in receipt of funding for the provision of free nursery places must appoint a setting based Special Educational Needs & Disability Co-ordinator (SENDCO).

The SENDCO Manager is Noreen Akhtar.  
The Equality and Diversity Manager is Wallis Harley.

### **Continence**

"Early Years providers have an obligation to meet the needs of children with delayed personal development in the same way as they would meet the individual needs of children with delayed language, or any other kind of delayed development. Children should not be excluded from normal pre-school activities solely because of incontinence. Delayed continence is not necessarily linked with learning difficulties, however, children with global developmental delay which may not have been identified by the time they enter a setting are likely to be late coming out of nappies." *Continence Guidance for Early Years Foundation Stage Providers 2011.*

At Brindley House Childcare Centre we fully understand that some children experience delays in becoming continent, we strive to meet the individual needs of every child in our care and in accordance with the Disability Discrimination Act/ Equality Act 2010 we ensure that no child should ever be treated less favourably because of their incontinence.

"There should be suitable hygienic changing facilities for changing any children who are in nappies and providers should ensure that an adequate supply of clean bedding, towels, spare clothes, and any other necessary items are always available." *Statutory framework for the early years foundation stage September 2014.* Every room in the setting has the appropriate equipment and resources in order to carry out nappy changing and to be able to change a child if they should accidentally wet/soil them self.

### **Valuing parents**

Brindley House Childcare Centre works in partnership with parents and carers and values a good working relationship ensuring confidentiality, welcoming parental involvement and respecting all support and advice given.

### **Information gathering**

The SENDCO will:

- Know where all information regarding each child is located.
- Ensure that all staff members who work with the child also have this information.

- Ensure parents are kept informed and have the opportunity to attend meetings held with regard to their child.

### **Monitoring and recording**

In addition to the information all settings will record for all children, the child record or profile for a child with SEND should include information about the child's progress and behaviour from the early education setting itself, from the parents and from health and social services.

The system of observation and record keeping at Brindley House Childcare Centre enables us to monitor the needs and progress of all children on an individual basis. This is carried out in conjunction with parents.

Within the setting for every child identified as having a special educational need we will devise a structured programme to meet the child's needs. This will include the implementation of advice from outside agencies when appropriate.

### **The progress check by age two**

The Progress Check has been developed by the National Children's Bureau and its intentions are to enable earlier identification of development needs, so that support can be put in place as early as possible. One of the requirements of the revised EYFS Framework is that parents and carers must be supplied with a written summary of their development in the three prime areas of the EYFS: Personal, Social and Emotional Development; Physical Development; and Communication and Language; when the child is aged between 24-36 months. In accordance with the Early Years Foundation Stage every child will receive a progress check at age two but we have also taken the decision to carry out a progress check for every child in the setting once every term. This will enable us to identify any areas where a child's progress maybe less than expected or there is an identified special educational need or disability.

### **Liaising with other early years settings**

At Brindley House Childcare Centre staff are committed to attend Network Group meetings with other early years practitioners.

With parental permission we will pass on children's records to the next setting. This may include a meeting with the staff from the school the term before they are due to transfer.

### **Liaising with the local authority**

Brindley House Childcare Centre is registered on the children and families information website and values the support of the EYDC Service with the provision of Network Group meetings, workshops, training and regular visits from an Inclusion Co-ordinator.

### **Liaising with outside agencies**

At Brindley House Childcare Centre, with parental permission, the SENCO will access information and/or support from outside agencies where possible.

If a child has a statement of special educational needs, the SENCO will organise and chair the annual review and liaise with other agencies who need to attend.

### **Considering the child's views and opinions**

Children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. Their views should be given due weight according to their age, maturity and capability (Articles 12 and 13 of the United Nations Convention on the Rights of the Child).

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents;
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions;
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

The guidance in this chapter on resolving disagreements is based on the following principles:

- decisions about provision for children and young people with SEN or disabilities should be made jointly by providers, parents, and children and young people themselves, taking a person-centred approach, with the views of children, young people and parents taken into account when those decisions are made.

At Brindley House Childcare Centre the child's views will be sought whenever possible, by asking, listening, observing, and in a variety of ways through play and through collaboration with parents and carers.

#### **Supporting colleagues**

The SENDCO will support all staff in the setting by:

- Supporting colleagues in planning to meet the needs of a child with SEND.
- Advising colleagues about the range of strategies available to use.
- Identifying staff training needs and encouraging them to attend relevant training.

#### **The role of other staff**

At Brindley House Childcare Centre the staff will work under the guidance of the SENDCO to help identify and support children with special educational needs. This will include the implementation of SEN Support Plan and the development of the SEND policy.

#### **The role of the owner (Beaconsfield Childcare Ltd)**

Beaconsfield Childcare Ltd, the owner of Brindley House Childcare Centre, will support the SENDCO and wherever possible will cater for staffing and financial implications concerning SEND.

#### **The role of the manager**

The manager of Brindley House Childcare Centre will support the SENDCO, be present at meetings with parents and be kept aware of developments in SEND.

#### **Implications for the setting and how these will be managed**

In order for the SENDCO to carry out his/her duties effectively the setting will allow reasonable time out from his/her regular duties to make observations, co-ordinate review meetings and contact outside agencies.

#### **Procedures for resolving complaints about SEN provision**

As with the Brindley House Childcare Centre complaints policy and procedure, the aim is to resolve any disagreements in a way that is mutually acceptable to all parties.

### **Admissions**

The inclusive approach adopted by Brindley House Childcare Centre is reflected in the Admissions policy.

### **Review date and procedure**

This policy was adopted by Brindley House Childcare Centre on 19<sup>th</sup> June 2009 and reviewed and updated annually.

### **Individual needs**

The company shall ensure that the individual needs of children are met by:

- Valuing, and respecting diversity and the range of communities, abilities, cultures, religions and disabilities.
- Including within the curriculum provision for the differentiating needs of the individual child.
- Regularly reviewing the early years' provision to ensure that any barriers to inclusion are identified and reduced.
- Regularly seeking the views and feelings of families (parents and children) through, for example, parents' meetings; questionnaires.
- Providing as wide a range of resources and equipment as appropriate to meet the needs of all children.
- Within reason adjustments shall be made to the indoor and outdoor environment and resources recognising that such adjustments should not reduce equality of opportunity or result in discrimination.
- Valuing the first language and using it to support learning of that child and other children who interact with that child.
- Celebrating and teaching about all religious festivals.

### **Working in partnership**

The company shall work with parents and other agencies (e.g. Early Years & Childcare Service (EYCS); local schools; health authorities) to ensure medical, cultural and dietary needs are met by, for example:

- Maintaining within a child's record details of any medical and dietary needs and allergies.
- Regular parents' meetings and questionnaires/surveys.
- An 'open door' policy to encourage parents to discuss issues and concerns, etc with the Manager or an assistant Manager.
- Provision of a complaints procedure to record any complaints made and how they are dealt with and resolved.
- Provision of individual child diaries used to record the daily activities and events relating to each child.
- Publishing a regular parents' newsletter.
- Publishing a regular staff newsletter.
- Regular liaison with other agencies (e.g. EYCS; local schools).

The setting will also work with Childminders; Schools; other Nurseries; Grand Parents; Nannies as appropriate to ensure good working practices and information sharing. There may be times that we need to contact other settings to give or receive information. We have requested permission for this on the nursery Parental Consent Form in the Registration Pack.

### **Legal framework:**

- The Equality Act 2006
- The Equality Act 2010
- Disability Discrimination Act (DDA) 1995, 2005

- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976,1986
- Age Discrimination Act 2006
- Care Standards Act 2000
- Protection of Children Act 1999
- Children Act 1989, 2004
- The Children & Families Act 2014
- Early Years Education and Grant Maintained Schools Act 1996
- Special Educational Needs and Disability Act 2001
- Safeguarding Vulnerable Groups 2006
- Special Educational Needs Code of Practice 0 to 25 Years 2014
- Green paper: Excellence for All Children; Meeting Special Educational Needs 1997
- Every Child Matters
- Care Standards Act 2000
- Protection of Children Act 1999
- Human Rights Act 1998
- EYFS 2008
- Public Order Act 1986
- Crime & Disorder Act 1998
- United Nations Convention on the Rights of the Child

### **Our Learning Environment**

We aim to create an enabling learning environment which is as accessible as possible for every individual who uses our setting and premises.

We endeavour to do this by:

- Identifying and actively seeking barriers to inclusion (e.g. use of Barriers to Learning and Participation: EYCS SEN Handbook and the Inclusion Checklist for Settings: EYFS Resources).
- Making reasonable adjustments to the environment and to our resources both indoors and outdoors to accommodate a wide range of learning, physical and sensory impairments; e.g. visual timetables, ramps, accessible toilets.
- Differentiating provision within the curriculum to ensure each child receives the widest possible opportunities to develop their skills and abilities, e.g. recognising and valuing the different learning styles of girls and boys and of children with English as an additional language.
- Positively reflecting the widest possible range of communities in the choice of our resources; e.g. books, puppets, and role play artefacts which reflect a diverse range of religions, cultures, abilities and disabilities within society.
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials to promote non-stereotyped roles e.g. female plumber, male nurse.
- Celebrating a wide range of festivals. We celebrate all festivals such as the Christian Easter, Hindu festival of Holi, Jewish Hanukah, Muslim's Ramadan and many more including secular celebrations such as Guy Fawkes Day and Burn's Night.
- Ensuring that children's home languages, particularly when other than English, are valued and where possible, used to support children's learning and development within our setting.
- Regularly seeking the views and feelings of children and their families to inform practice e.g. Children's use of; a feelings tree, digital cameras to illustrate likes and dislikes and parent consultations and questionnaires.



### **Valuing diversity**

- We welcome the diversity of family lifestyles and home cultures and encourage all children and their families to contribute stories of their everyday lives to our setting.
- We encourage parents and carers to take part in the life of the setting and to contribute fully. We do this by holding events such as the Big Toddle to raise money for Barnardos, where all parents and children are invited to a sponsored walk with a barbeque party afterwards. An annual Nativity is also held where all children are involved and parents come to watch.
- We will not tolerate threatening or abusive behaviour towards or between staff, and families and all such incidents will be challenged and recorded and, where necessary, relevant outside agencies will be involved.

### **Disability Discrimination Act**

The Disability Discrimination Act (DDA) 1995 aims to end the discrimination that many disabled people face. This Act has been significantly extended, including by the Disability Discrimination Act 2005. It now gives disabled people rights in the areas such as:

- Employment.
- Education.

Staff training and development will include training on disability discrimination.

Copies of the Acts shall be available for staff and parents.

DDA 1995: [http://www.opsi.gov.uk/acts/acts1995/ukpga\\_19950050\\_en\\_1](http://www.opsi.gov.uk/acts/acts1995/ukpga_19950050_en_1)

DDA 2005: [http://www.opsi.gov.uk/acts/acts2005/ukpga\\_20050013\\_en\\_1](http://www.opsi.gov.uk/acts/acts2005/ukpga_20050013_en_1)

**Date: 01.01.18**

**Review date: 01.01.19**

# This section is extracted from DfE “Special educational needs and disability code of practice: 0 to 25 years” – January 2015

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## 5 Early years providers What this chapter covers

This chapter explains the action early years providers should take to meet their duties in relation to identifying and supporting all children with special educational needs (SEN), whether or not they have an Education, Health and Care (EHC) plan.

### Relevant legislation Primary

The following sections of the Children and Families Act 2014:

- Co-operating generally: governing body functions: Section 29
- Children and young people with SEN but no EHC plan: Section 34
- Children with SEN in maintained nurseries: Section 35
- Using best endeavours to secure special educational provision: Section 66
- SEN co-ordinators: Section 64
- Informing parents and young people: Section 68
- SEN information report: Section 69
- Duty to support pupils with medical conditions: Section 100

The Equality Act 2010

### Regulations

The Statutory Framework for the Early Years Foundation Stage The Special Educational Needs and Disability Regulations 2014

## Improving outcomes: high aspirations and expectations for children with SEN

5.1 All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education

5.2 Providers of early years education, that is all early years providers in the maintained, private, voluntary and independent sectors that a local authority funds, are required to have regard to this Code including the principles set out in Chapter 1.

- 5.3 The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years. All early years providers **must** follow the safeguarding and welfare requirements of the EYFS and the learning and development requirements, unless an exemption from these has been granted.
- 5.4 Providers **must** have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.
- 5.5 All those who work with young children should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children themselves.
- 5.6 Maintained nursery schools **must**:
- use their best endeavours to make sure that a child with SEN gets the support they need
  - ensure that children with SEN engage in the activities of school alongside children who do not have SEN
  - designate a teacher to be responsible for co-ordinating SEN provision (the SEN co-ordinator, or SENCO)
  - inform parents when they are making special educational provision for a child

They **must** also prepare a report on:

- the implementation of their SEN policy
  - their arrangements for the admission of disabled children
  - the steps being taken to prevent disabled children from being treated less favourably than others
  - the facilities provided to enable access to the school for disabled children, and
  - their accessibility plan showing how they plan to improve access over time
- 5.7 Early years providers **must** provide information for parents on how they support children with SEN and disabilities, and should regularly review and evaluate the quality and breadth of the support they offer or can access for children with SEN or disabilities. Maintained nursery schools and all providers of relevant early education to children with SEN **must** co-operate with the local authority in reviewing the provision that is available locally (see Chapter 3), and in developing the Local Offer (see Chapter 4). Providers should work in partnership with other local education providers to explore how different types of need can be met most effectively.
- 5.8 Local authorities **must** ensure that all providers they fund in the maintained, private, voluntary and independent sectors are aware of the requirement on them to have regard to the SEN Code of Practice and to meet the needs of children with SEN and disabilities. When securing funded early education for two-, three- and four-year-olds local authorities should promote equality and inclusion for

children with disabilities or SEN. This includes removing barriers that prevent children accessing early education and working with parents to give each child support to fulfil their potential.

- 5.9 Where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible. Joint commissioning arrangements should seek to ensure that there are sufficient services to meet the likely need in an area (Chapter 3, Working together across Education, Health and Care for joint outcomes). The Local Offer should set out clearly what support is available from different services, including early years, and how it can be accessed.

## Equality Act 2010

- 5.10 All early years providers have duties under the Equality Act 2010. In particular, they **must not** discriminate against, harass or victimise disabled children, and they **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. All publicly funded early years providers **must** promote equality of opportunity for disabled children. There is further detail on the disability discrimination duties under the Equality Act in Chapter 1, Introduction. The guidance in this chapter should be read in the light of the guidance in Chapter 1 which focuses on inclusive practice and removing barriers to learning.

## Medical conditions

- 5.11 All early years providers should take steps to ensure that children with medical conditions get the support required to meet those needs. This is set out in the EYFS framework.

## SEN in the early years

- 5.12 All early years providers are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework. The EYFS framework also requires practitioners to review children's progress and share a summary with parents. In addition, the 'Early years outcomes' is an aid for practitioners, including child minders, nurseries and others such as inspectors, to help them to understand the outcomes they should be working towards. Links to the EYFS framework and the guide to early years outcomes are provided in the References section under Chapter 5.
- 5.13 Some children need support for SEN and disabilities at home or in informal settings before, or as well as, the support they receive from an early years provider. Provision for children who need such support should form part of the local joint commissioning arrangements and be included in the Local Offer.

## From birth to two – early identification

5.14 Parents' early observations of their child are crucial. Children with more complex developmental and sensory needs may be identified at birth. Health assessments, such as the hearing screening test, which is used to check the hearing of all new-born babies, enable very early identification of a range of medical and physical difficulties. Health services, including paediatricians, the family's general practitioner, and health visitors, should work with the family, support them to understand their child's needs and help them to access early support.

5.15 Where a health body is of the opinion that a young child under compulsory school age has, or probably has, SEN, they **must** inform the child's parents and bring the child to the attention of the appropriate local authority. The health body **must** also give the parents the opportunity to discuss their opinion and let them know about any voluntary organisations that are likely to be able to provide advice or assistance. This includes the educational advice, guidance and any intervention to be put in place at an early point and before the child starts school.

5.16 This support can take a number of forms, including:

- specialist support from health visitors, educational psychologists, speech and language therapists or specialist teachers, such as a teacher of the deaf or vision impaired. These specialists may visit families at home to provide practical support, answering questions and clarifying needs
- training for parents in using early learning programmes to promote play, communication and language development
- home-based programmes, such as Portage, which offer a carefully structured system to help parents support their child's early learning and development

5.17 Early Support supports the better delivery and co-ordination of services for disabled children, and their families, including training for professional or trained independent volunteers providing a single point of contact or key working. (See References section under Chapter 2 for a link to the Early Support Programme.)

5.18 From September 2014, 2-year-olds for whom Disability Living Allowance is paid will be entitled to free early education.

5.19 Information about these services should be included in the Local Offer.

## Early years provision

5.20 The majority of 3- and 4-year-olds, and many younger children, attend some form of early years provision. The EYFS framework sets the standards that all Ofsted-registered early years providers, and schools offering early years provision, **must** meet to ensure that children learn and develop well and are kept healthy and safe. This includes ongoing assessment of children's progress. Early years providers and educational settings should have arrangements in place that include a clear approach to assessing SEN. This should be part of the setting's overall approach to monitoring the progress and development of all children.

5.21 In assessing progress of children in the early years, practitioners can use the non- statutory Early Years Outcomes guidance as a tool to assess the extent to which a young child is developing at expected levels for their age. The guidance sets out what most children do at each stage of their learning and development. These include typical behaviours across the seven areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding of the world
- expressive arts and design

## Progress check at age two

5.22 The EYFS framework includes two specific points for providing written assessments for parents and other professionals – when the child is aged two and at the end of the reception year – which are detailed below.

5.23 When a child is aged between two and three, early years practitioners **must** review progress and provide parents with a short written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development. This progress check **must** identify the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) practitioners should develop a targeted plan to support the child, involving other professionals such as, for example, the setting's SENCO or the Area SENCO, as appropriate. The summary **must** highlight areas where:

- good progress is being made
- some additional support might be needed
- there is a concern that a child may have a developmental delay (which may indicate SEN or disability)

5.24 It **must** describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is expected that the progress check will be undertaken in the setting where the child has spent most time.

5.25 Health visitors currently check children's physical development milestones between ages two and three as part of the universal Healthy Child Programme. From 2015, it is proposed to introduce an integrated review that will cover the development areas in the Healthy Child Programme two-year review and the EYFS two-year progress check. The integrated review will:

- identify the child's progress, strengths and needs at this age in order to promote positive outcomes in health and wellbeing, learning and development
- enable appropriate intervention and support for children and their families, where progress is less than expected, and

- generate information which can be used to plan services and contribute to the reduction of inequalities in children's outcomes

## **Assessment at the end of the EYFS – the EYFS profile**

### **Identifying needs in the early years**

- 5.26 The EYFS profile provides parents, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities. A profile is usually completed for children in the final term of the year in which they turn five. It is particularly helpful for children with SEN and should inform plans for future learning and identify any additional needs for support.
- 5.27 In addition to the formal checks, early years practitioners working with children should monitor and review the progress and development of all children throughout the early years.
- 5.28 Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.
- 5.29 A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.
- 5.30 Identifying and assessing SEN for young children whose first language is not English requires particular care. Early years practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.
- 5.31 Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision, the setting should make that provision. In all cases, early identification and intervention can significantly reduce the need for more costly interventions at a later stage.

5.32 Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support – see Chapter 6, paragraph 6.28 onwards, for a fuller explanation:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

5.33 These areas give an overview of the range of needs that providers should plan for. However, individual children often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an Autism Spectrum Disorder may have needs across all areas. The special educational provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This will help to overcome barriers to learning and participation. Support should be family centred and should consider the individual family's needs and the best ways to support them.

5.34 Reviewing the effectiveness of interventions in enabling children to make progress can itself be part of the assessment of need, informing the next steps to be taken as part of a graduated approach to support, as described in 'SEN support in the early years' below. It may be necessary to test out interventions as part of this process, both to judge their effectiveness for the child and to provide further information about the precise nature of their needs.

5.35 There is a wide range of information available on early years and early intervention and on different areas of need and the most effective interventions. For more information and links to useful resources see Annex 2: Improving practice and staff training in education settings.

## SEN support in the early years

5.36 It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life (Chapter 8, Preparing for adulthood from the earliest years).

5.37 Where a setting identifies a child as having SEN they **must** work in partnership with parents to establish the support the child needs.

5.38 Where a setting makes special educational provision for a child with SEN they should inform the parents and a maintained nursery school **must** inform the parents. All settings should adopt a graduated approach with four stages of action: assess, plan, do and review.



## Assess

5.39 In identifying a child as needing SEN support, the early years practitioner, working with the setting SENCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement.

## Plan

5.40 Where it is decided to provide SEN support, and having formally notified the parents, (see 5.38 above), the practitioner and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

5.41 Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

## Do

## Review

5.42 The early years practitioner, usually the child's key person, remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

5.43 The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

5.44 This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

5.45 The graduated approach should be led and co-ordinated by the setting SENCO working with and supporting individual practitioners in the setting and informed by

EYFS materials, the Early Years Outcomes guidance and Early Support resources (information is available at the National Children's Bureau website – see the References section under Chapter 5 for the link).

- 5.46 Where a child has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf. Further information about EHC plan reviews and the role of early years settings is in Chapter 9, Education, Health and Care needs assessments and plans.

## Transition

### Involving specialists

- 5.47 SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process
- 5.48 Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, practitioners should consider involving appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists should be taken with the child's parents.

### Requesting an Education, Health and Care needs assessment

- 5.49 Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment (see Chapter 9, Education, Health and Care needs assessments and plans).

### Record keeping

- 5.50 Practitioners **must** maintain a record of children under their care as required under the EYFS framework. Such records about their children **must** be available to parents and they **must** include how the setting supports children with SEN and disabilities.

### Keeping provision under review

- 5.51 Providers should review how well equipped they are to provide support across the four broad areas of SEN. Information on these areas is collected through the Early Years Census, and forms part of the statutory publication '*Children and Young People with SEN: an analysis*' which is issued by DfE each year.

## The role of the SENCO in early years provision

5.52 A maintained nursery school **must** ensure that there is a qualified teacher designated as the SENCO in order to ensure the detailed implementation of support for children with SEN. This individual should also have the prescribed qualification for SEN Co-ordination or relevant experience.

5.53 The EYFS framework requires other early years providers to have arrangements in place for meeting children's SEN. Those in group provision are expected to identify a SENCO. Childminders are encouraged to identify a person to act as SENCO and childminders who are registered with a childminder agency or who are part of a network may wish to share that role between them.

5.54 The role of the SENCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights

inform action taken by the setting, and

- liaising with professionals or agencies beyond the setting

## The role of the Area SENCO

5.55 To fulfil their role in identifying and planning for the needs of children with SEN, local authorities should ensure that there is sufficient expertise and experience amongst local early years providers to support children with SEN. Local authorities often make use of Area SENCOs to provide advice and guidance to early years providers on the development of inclusive early learning environments. The Area SENCO helps make the links between education, health and social care to facilitate appropriate early provision for children with SEN and their transition to compulsory schooling.

5.56 Typically, the role of the Area SENCO includes:

- providing advice and practical support to early years providers about approaches to identification, assessment and intervention within the SEN Code of Practice
- providing day-to-day support for setting-based SENCOs in ensuring arrangements are in place to support children with SEN
- strengthening the links between the settings, parents, schools, social care and health services
- developing and disseminating good practice 89
- supporting the development and delivery of training both for individual settings and on a wider basis
- developing links with existing SENCO networks to support smooth transitions to school nursery and reception classes, and

- informing parents of and working with local impartial Information, Advice and Support Services, to promote effective work with parents of children in the early years

## Funding for SEN support in the early years

5.57 The Area SENCO plays an important part in planning for children with SEN to transfer between early years provision and schools.

5.58 Where there is an Area SENCO in place, they will want to work with early years providers who are registered with either Ofsted or a childminder agency. They should consider how they work with and provide advice to childminder agencies and their registered providers in supporting children with SEN.

5.59 Local authorities **must** ensure that all providers delivering funded early education places meet the needs of children with SEN and disabled children. In order to do this local authorities should make sure funding arrangements for early education reflect the need to provide suitable support for these children.

5.60 Early years providers should consider how best to use their resources to support the progress of children with SEN.

## **18. Essential Records policy**

The following records must be kept on the premises at all times.

- Name, home address and date of birth for each child registered at the nursery.
- Name, home address and telephone number for the parents/carers of each registered child.
- Name of the person who has parental responsibility for each child in the setting.
- Home language of every child in the setting.
- Name, home address and phone number for all staff and students.
- Daily record of all children and staff in attendance.
- Record of any accidents.
- Record of any medicines supplied for children at the request of the parents.
- Procedures and records for any fire incidents.
- Procedures to be followed in the event of a parent failing to collect a child at any time.
- Procedures to follow in the event of a child being lost.
- Record of any complaints against members of staff and/or the nursery.
- Procedures for the protection of children in the event of any allegations of abuse or neglect.
- Standard contracts with parents.
- Qualifications of everyone employed in the facility.
- Environmental health and fire officer reports.
- Gas and electrical safety checks.
- Menus and food allergy documents
- Procedures for collection of children in the event of an emergency.
- A chart of:
  - a. Who has legal responsibility.
  - b. Who has parental responsibility.
  - c. The main language spoken at home.
  - d. Whether the child attends another setting or has a childminder or nanny.

**Date: 01.01.18**

**Review date: 01.01.19**

## **19. Extreme Weather Policy**

### **Aim**

Our prime aim is always to ensure the health and safety of the children in our care, as well as that of our staff and parents.

In providing a secure environment we have to ensure that we maintain the staff to children ratios. If there are extreme weather conditions and/or travelling difficulties and we can not guarantee meeting these ratios or the safety of the children then the nursery will close.

If we are concerned that the weather conditions could deteriorate and/or there will be travelling conditions during the day, potentially making collection dangerous, then we may decide to close the nursery.

### **Nursery Role**

We will endeavour to inform parents of our decision as early as possible if:

- We cannot open the nursery because of extreme weather conditions and/or travelling difficulties and/or inadequate staffing;
- We plan to open the nursery later in the day if possible.

Before making the decision to close the nursery we will follow the example of Buckinghamshire Education Authority (<http://www.buckscc.gov.uk/bcc/>). In addition we will look at the BBC Travel News <http://www.bbc.co.uk/travelnews/> and the Highways Agency <http://www.highways.gov.uk/news/7964.aspx> websites for local weather conditions and advice.

We have also invested in a school comms system, this will enable us to group email and text parents immediately upon a decision being made about opening.

### **Staff Role**

Staff should make every effort to get to the nursery, but should not risk their safety. They are responsible for making this decision.

If a member of staff is not able to get to the nursery, or will be late in arriving at the nursery they should notify the nursery, by telephone, by 7.30am.

If a member of staff is able to get in safely later on in the day, they must try and do so. If the nursery is closed, or closes early, staff maybe asked to attend another nursery or may need to adjust their breaks/working patterns or may be asked to work from home. During a closure staff will be paid for their contracted hours subject to them adhering to the aforementioned alternatives.

Staff should look at alternative ways of getting in e.g. public transport, lifts with other staff.

If the nursery is open only those staff who get into the nursery will be paid. Those who do not attend will have the day taken as unpaid.

## **Parent role**

Where a child is due to attend the nursery and the parent decides that their child will not attend, they must endeavour to inform the nursery at the earliest opportunity.

Where we are unable to open as a result of extreme weather conditions fees will not be refunded

## **Examples of Extreme Weather**

This policy covers:

- Snow;
- Flooding;
- Severe storms/hurricanes;
- Fog.

(This list is not exclusive.)

**Date: 01.01.18**

**Review date: 01.01.19**

## **20. Fire Drill Policy**

In the event of a fire do not attempt to put it out yourself. Ensure the safety of the children in your care and yourself.

- We will have regular fire drills and all information will be recorded in the fire drill book, which is situated in the downstairs nursery office.
- Fire extinguishers are tested by an authorized firm once a year and all exits are kept in good repair.
- There are water extinguishers situated in the nursery along with powder fire extinguishers.
- There is a fire bell and smoke detectors located throughout the building.
- In each room there is a notice of our fire procedure.
- The fire alarms will be tested once a week and this will be recorded.

### **Procedure to be followed in the event of a fire:**

- Staff are responsible for the room they are in at the time of fire. Do not re-enter the building under any circumstances.
- There are allocated fire marshals in every area of the nursery. These people are responsible for checking their allocated area and making sure everyone is out of the building. (A list of these designated people is in the reception, office & top of stairs.)
- Upon evacuation all children are lined up outside in their room groups and once everyone is assembled outside a register is taken.

### **Downstairs Nursery**

- Children from the Nursery toilets, Jungle Safari, Dining Room, Corridor and Rocket Space to leave by the door to the garden in Rocket Space room and assemble in the nursery garden. One member of staff from Rocket Space to open the fire exit door off Rocket Space room and assemble the evacuation cot for the babies and go up the fire escape on the outside of the building to help to ferry babies downstairs.
- The last member of staff to leave Jungle Safari and Rocket Space must remember the register.

### **Upstairs Nursery - Rainbow Room & Staff Kitchenette**

- The normal route in the event of fire is for children and staff to leave Rainbow Room and the Staff Kitchenette and go down the main nursery stairs past Coral Reef and out the fire escape into the baby section of the nursery garden.
- If the fire is on the stairs, or in the kitchen evacuate along the upstairs corridor and into Little Dots, down the fire escape and into the main garden.
- The last member of staff to leave the room must remember the register.

### **Upstairs Nursery - Little Dots & Staff Areas**

- Babies, toddlers and staff from the staff room, sleep room, and Little Dots room must evacuate the building from the outside fire escape in Little Dots room and meet in the playground outside. A member of staff from Rocket Space will come up the fire escape to help ferry children down.
- When using the fire escape please pass the children down to each other rather than carrying them down and walking back up to collect the next child.
- The last member of staff from Little Dots to leave the room must remember the register.

### **Coral Reef**

- All visitors, staff and children leave Coral Reef room via the back fire escape and join the rest of the nursery in the nursery garden.

### **The Person in Charge in the Nursery**

- The person in charge on the day will remember to get the phone, children's and staff sign in file and the keys and follow on into the garden.
- The fire brigade will be phoned and all children and staff accounted for.
- The person in charge will turn the alarm off as soon as is safe to do so and will tell everyone when it is safe to re-enter the building.



Should for any reason everyone be unable to assemble in the nursery back garden, our alternative assembly point is through the back gate and into the car park in Burkes Road that the nursery backs onto.

**Date: 01.01.18**

**Review date: 01.01.19**

## **21. First Aid Policy**

At least 50% of staff must be First Aid trained; however our aim at Brindley House Childcare Centre is to have all of our staff trained in first aid.

We provide in house first aid training for all staff; this is the 12 hour Ofsted recognized course. If staff are unable to attend or new staff start we find them courses in the local area.

All staff update their first aid training every three years; however at anytime we hold a first aid course all staff are welcome to attend as a refresher.

In the nursery we have first aid kits for children, staff, walks and outings. We also hold a bites and stings kit, and a burns and eye wash kit.

**Date: 01.01.18**

**Review date: 01.01.19**

## **22. Food and Drink Policy**

### **Aim**

The aim on this food policy is to promote the health and well-being of all children and their families, within the setting, in keeping with the current Food Guidelines.

### **Objectives:**

- To ensure that the families, staff and children with the setting are aware of our whole setting approach to food and drink provided as well as learning about food
- To ensure that the correct practice is in place and the appropriate messages are being sent to the children about the importance of food and a healthy lifestyle
- To ensure that the setting is providing families with the information needed regarding the food and drink that is being provided by the setting

This policy meets the requirements of the Early Years Foundation stage. It also follows the Voluntary Food and Drink Guidelines for Early Years settings in England.

### **Allergies and Dietary Requirements**

Upon joining the setting, detailed information regarding any dietary requirements and allergies must be provided by parents/carers, with information about foods that should not be consumed either because of allergies or due to personal or religious preferences.

Where allergies and intolerances are present, a healthcare plan must be completed and present before the child starts at the setting, this should include information about what symptoms consumption may cause, as well as actions to be taken, should any of these foods be consumed.

All dietary needs are acted upon with alternative meals being provided for each individual, who may not be able to consume the planned meals for that day. Alternatives are varied in order to ensure that those with dietary requirements and allergies are still having a varied intake.

### **Menus**

In order to create menus for the setting, the Government documents 'Example Menus for Early Years settings in England' Part 1: Guidance and Part 2: Guidance were used in order to ensure that each meal meets the standards set out, providing a nutritional and balanced diet. Menus are regularly reviewed in order to ensure that these are being met, incorporating feedback from the children and parents.

We also use the guidance provided in the 'Eat Better Start Better', a children's food trust project which promotes support for families to ensure that they are cooking and eating healthily.

### **Development and implementation of the food policy**

This policy will be revised yearly in order to ensure that the appropriate guidelines are being followed. We will pass on links and information regarding the guidelines that we use in order to ensure that we are sharing useful information with families, within the setting. Parents will be asked before menus are revised, for their meal suggestions based on what their children enjoy at home. This also gives us a good insight into the meals being provided at home.

This policy applies to all staff within the setting and families with children attending the setting. It applies only to food prepared by the setting.

### **Access to water**

Children in all rooms have access to fresh drinking water at all times. In order to adapt for different age groups, younger children will have labels with their photo attached to their beakers (Coral Reef, Rainbow Room) with older children having cups and water dispensers stations (Jungle Safari and Rocket Space). This will be monitored by staff, if there is any cause for concern about a child's intake.

### **Food and Drink provision**

Menus run on a 4 week cycle and change seasonally (2-3 times per year). Every time that the menus are changed, they are created using the current Government Food Guidelines for Early Years Settings using "Example menus for early years settings in England" in order to ensure that the variety of food provided for the children is nutritional and promotes healthy growth and development. All allergies and dietary requirements are provided for and appropriate alternatives prepared, on site. Allergy charts are kept in each room and in the kitchen in order to ensure that ingredients that may cause a reaction or be harmful for a child are not included in their meals. Instruction on the allergies and children in attendance each day are passed on to the chef every morning in order to ensure that specific meals are prepared, with allergies and requirements in mind.

Little Dots (Children between 7-9 months) will be provided with breakfast, lunch and tea (minus snacks and desert) in order to ensure that the Government document "Example menus for Early Years in England" is being followed. This is based on 3 meals alongside, *typically*, 4 bottles. Following this, between 10 and 12 months, desert options will be introduced at meal times (fruit or dairy - yoghurt), alongside 3 bottles, for example. Children from 12 months upwards will be provided with our full menu - Breakfast, snacks (AM and PM) and lunch, with desert, as well as tea, with desert.

The routine for meals and snacks is as follows:

'Rolling Breakfast' 7:30-9:00am - the children can select breakfast as they are welcomed in, in the morning. There is a choice of cereals, fruit and a toasted carbohydrate product with spread e.g. whole meal toast/crumpets.

Fruit bowls are filled daily within each room in order to ensure that the children have access to fresh fruit throughout the day, for snacking. Morning snack will consist of 'rolling snack' whereby the children have the opportunity to come up and select their snack, during activity/play times. Lunch is served at 11:00am (11:45am in Rocket Space) and all children will be seated at the table with a group of their peers in order to ensure that social interaction is promoted during this time. Lunch will consist of a healthy main meal along with a desert option. We aim to limit 'sweet' options, such as cakes, to twice per week with the remaining desert options consisting of fruit and natural yoghurt.

Afternoon snack is provided as part of the room's individual routines between 2:00-2:30pm and will consist of a balanced combination of fruit/vegetables/bread sticks/crackers etc. dependant on the other meals provided on that day.

Tea is served at 4:00pm (4:30pm for Rocket Space) and again, all children are seated at the table with peers. Main light meal provided along with desert.

Water and Milk are the only drinks provided within the setting. We do not provide juices or 'squash' drinks.

### **Communication regarding food and drink**

Daily intake about food and drink is provided during a hand-over at the end of each day. Daily diaries are completed and read to parents in order to inform them of how much of each meal has been consumed. Any information about individual needs will be filled in on a 'Health Care Plan' in order to ensure that up to date and accurate information regarding any preferences or allergies is available.

### **Eating environment and socialising at meal times**

During meal times, it is important for the children to socialise and continue to have positive interactions with both their peers and carers within the room. A member of staff will be seated at each table in order to ensure positive role modelling as well as safety and to promote positive language and understanding of healthy eating.

### **Special occasion and Events**

During special events or occasions, there may be temporary menu changes allowing the children to explore new foods, for example 'Chinese New Year'. This gives the children the chance to explore a variety of textures, tastes and learn about new foods and cultures. As a setting, we aim to ensure that there are always a variety of cultural foods and new tastes provided on our permanent menu, as well as special changes for events.

### **Food Hygiene and training**

All food is prepared by our level 3 trained chef and food is handled by team members who hold level 2 'Food Hygiene' certificates. All staff are required to wear blue gloves and a blue apron when serving meals or preparing snack for the children. If the chef is on annual leave or not present, food will only be prepared by a Level 2 qualified person.

Upon commencement of employment, all staff members will be provided with training in order to gain their Level 2 Food Hygiene certificate, with further training such as 'Smile Award' being carried out in order for staff to gain a broader understanding of health and well-being topics such as Oral health and the impact of the food provided on children's well-being.

### **Food Safety**

- If there are two or more cases of food poisoning, Ofsted and the Health Protection Agency will be informed
- All food is checked for its 'use by' date and appropriate food hygiene conduct is carried out in the kitchen at all times
- Food that is prepared on site, must be consumed on site - we do not allow children to take food home
- Birthday cakes/treats brought in by parents for special occasions to be shared with children will be distributed and sent home with parents in order for them to make the decision about whether or not they would like their child to consume the product
- The setting is a nut free zone and no nuts should be consumed on site

### **Helping to encourage 'fussy eaters'**

We work in partnership with parents in order to encourage all children to try a wide variety of nutritious foods. All staff understand that some children are not keen to try new foods and how

this can affect the nutrients that they are taking in each day. This is monitored and passed on to Parents and the Management team. Feedback is also given to the chef in order to ensure that measures can be taken to prepare food in a different way so that all children are maintaining a healthy, balanced routine.

Children are encouraged to sit in small groups, with an adult present to support each table group, during meal times. This will help to encourage fussy eaters, with staff being present to help promote positive role modelling. This social way of enjoying meal times may also lead to children copying their peers and being open to trying new foods. Charts and small rewards such as a sticker/certificate may be used in cases where children are particularly struggling and this will be put in place, working alongside parents, if it is felt necessary to do so. Positive praise is strongly encouraged in order to identify good behaviour and eating at meal times.

### **Food brought in from home**

Baby formula is to be provided by parents.

We do not encourage food to be brought in from home, in order to ensure that the children are trying a variety of new foods. Sometimes, there is a specific reason for a child to be provided with food from home, this will be discussed with the team and the appropriate measures put into place in order, ensuring that this is beneficial for the child and does not affect other children within the room (allergies etc.).

### **Learning about and through food**

The setting ensures that the children take part in a wide variety of experiences allowing them to learn about food. Cooking, sensory activities exploring taste, smell and texture as well as talking about the effects food has on our body are all topics explored during every day activities, in line with the Early Years Foundation Stage.

### **Cooking with the children**

Cooking takes place in the rooms, with recipes being followed in order to ensure that allergies and dietary specifications are taken into consideration. The team try to ensure that a mixture of both sweet and savoury cooking takes place in order to avoid cooking being limited to cakes.

These experiences allow the children to learn more about their food, where the ingredients come from and how they can be used. Cooking with the children exposes them to a huge variety of learning opportunities including mathematics, understanding of the world, literacy, social skills and sharing, health and well-being, as well as communication and creative thinking.

### **Staff role modelling**

Staff are expected to role model healthy choices, during the daily routine. No fizzy drinks or sweets etc. should be consumed in the rooms. Only water is to be consumed within the rooms, in front of the children, along with foods that are on offer to them. Staff are encouraged to enjoy fruit and meals alongside the children, where possible, in order to encourage this.

### **Evaluation and reflection**

- The Eat Better, Start Better Code of Practice Checklist was used to evaluate the setting's to food and drink provision
- The Menu Planning Checklist was used to evaluate the menus provided
- Asking for Feedback from our parents, staff working with children, and the children themselves.

- Information is passed on to Parents through information flyers, emails, newsletters and daily diaries
- Keeping up to date with Guidelines, good practice and welfare requirements for food and drink. (Example menus for early years settings in England: [www.gov.co.uk](http://www.gov.co.uk). Children's Food Trust website: [www.childrensfoodtrust.org.uk](http://www.childrensfoodtrust.org.uk))
- Regularly staff training and updates- all staff must complete Food Hygiene training upon commencing employment at the setting.
- Review of the Food Policy will take place once a year.

**Date: 13.3.18**

**Review Date: 13.3.19**

## 23. Fundamental British Values in Early Years Policy

This policy refers to the fundamental British Value of:

- Democracy
- Rule of Law
- Individual liberty
- Mutual respect and tolerance for those with different faiths and beliefs

This is already implicitly embedded in the 2014 Early Years Foundation Stage (EYFS).

Separately the Counter Terrorism and Security Act 2015 also places a duty on early years providers "to have due regard to the need to prevent people from being drawn into terrorism (the prevent duty)". The duty comes into effect from July 2015.

The Government's "Prevent Duty Guidance: England & Wales" states as the Status and Scope of the Duty as:

"Statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015.

1. Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies ("specified authorities" listed in Schedule 6 to the Act), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This guidance is issued under section 29 of the Act. The Act states that the authorities subject to the provisions must have regard to this guidance when carrying out the duty.
2. The list of specified authorities subject to the provisions can be found in Schedule 6 to the Act. Further details can be found in the sector-specific sections of this guidance."

In respect of Early Years:

"60. Early years providers serve arguably the most vulnerable and impressionable members of society. The Early Years Foundation Stage (EYFS) accordingly places clear duties on providers to keep children safe and promote their welfare. It makes clear that to protect children in their care, providers must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.4 EYFS). Early years providers must take action to protect children from harm and should be alert to harmful behaviour by other adults in the child's life.

61. Early years providers already focus on children's personal, social and emotional development. The Early Years Foundation Stage framework supports early years providers to do this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

62. This guidance should be read in conjunction with other relevant guidance. In England, this includes Working Together to Safeguard Children, Keeping Children Safe in Education and Information Sharing: Her Majesty's Government advice for professionals providing safeguarding services to children, young people, parents and carers.

<https://www.gov.uk/government/publications/working-together-to-safeguard-children>;

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>."



"64. The authorities specified in paragraph 65 below are subject to the duty to have due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues. These duties are imposed on maintained schools by sections 406 and 407 of the Education Act 1996. Similar duties are placed on the proprietors of independent schools, including academies (but not 16-19 academies) by the Independent School Standards."

**Procedure:**

**Staff role:**

- All staff have a duty of care to be vigilant within the setting and report any concerns they may have.
- If a child says something that is of concern it must be reported to the manager and Director of the nursery.
- What the child says will be written down word for word; the child will not be asked any questions.
- The local authority may be informed if deemed appropriate.
- The LADO may be informed if deemed appropriate.
- The Counter terrorism unit or the police may be informed if deemed appropriate.
- Ofsted may be informed if deemed appropriate.
- If it is felt that informing the parents would put the child in danger, they will not be informed before advice has been sought.
- First response and social care can be contacted.

**If a parent says something inappropriate:**

- It will be explained to the parent that within the setting we believe in equality and diversity and that as a setting we do not tolerate inappropriate language and that whilst personal beliefs are respected we believe in best practice for the children and this must be respected while in the setting at all times.

**To demonstrate what this means in practice:**

**Democracy: Making decisions together:**

As part of the focus on self confidence and self awareness as cited in personal, social and emotional development:

- Managers and staff encourage children to see their role in the bigger picture.
- Encourage children to know their views count.
- Value and talk about children's feelings.
- Democracy in action e.g. children sharing views or making decisions.
- Developing questioning minds.

**Rule of law: Understanding rules matter as cited in personal social and emotional development:**

- Have a focus on managing feelings and behaviour.
- Helping children to understand the impact of their own and others behaviour.
- Encouraging the understanding of right and wrong.
- Collaboration with the children on what the rules are and how they apply to everyone.
- Consistency in applying the rules and consequences.

**Individual Liberty: freedom for all:**

- Have a focus on self-confidence and self-awareness and people and communities.
- Children need to develop a positive sense of self.
- Staff need to offer activities that increase self confidence and self awareness as well as confidence in own abilities.
- Encourage children to talk freely about their feelings and support understanding of personal responsibility e.g. children are free to have different opinions.

**Mutual respect and tolerance: treat others as you want to be treated:**

- Create an ethos of inclusivity and tolerance.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures and learn about similarities and differences between them and others.
- Staff should encourage and explain the importance of tolerant behaviour.
- Staff should actively promote diverse attitudes and challenge. stereotypes e.g. sharing stories that reflect children's experiences and offering appropriate and relevant role play.

**What is not acceptable:**

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

In June 2015 the Department for Education (DfE) published "The Prevent duty - Departmental advice for schools and childcare providers". A copy of this report is kept in the Office.

**Date: 01.01.18**

**Review Date: 01.01.19**

## **24. Garden Policy**

### **Aim:**

The purpose of this policy is to make sure everyone is using the garden in the same way to make sure the children benefit from the outdoor environment.

It is to set out the terms relating to using the garden for children who attend the nursery.

### **Staff role:**

#### **Risk Assessment**

- Staff must complete a risk assessment before taking the children into the garden.
- All equipment that is going to be used with the children in the time they are outside must be checked to make sure it is appropriate for use.
- Any faulty equipment must be removed from the area and reported.
- Large equipment that is faulty but cannot be removed needs to be sealed off and reported.

#### **Supervision:**

- Children must be supervised at ALL TIMES whilst outside.
- The same ratios must be maintained outside as are maintained inside.
- Staff who are not DBS checked MUST NOT be outside with children by themselves.
- Staff should spread themselves out in the garden area and not all stand together. This way they can help and interact with children in different areas.

#### **Rules:**

- Everything taken out for your garden session MUST be put away at the end of the garden session.
- The gated storage area MUST be kept tidy. The evacuation cot MUST be accessible at all times.
- Children need to be taught how to use the resources / equipment outside and be respectful to it.
- Children need to be appropriately dressed for the weather with coats / gloves etc. or Sun hats and lotion as appropriate.

The outdoor area is not just about free play. Take activities outside, anything you can do inside you can do outside.

Make the most of the outdoor area, children need to go outside at least twice per day. In the Rocket Space room there needs to be a continuous free flow offered.

**Date: 01.01.18**

**Review date: 01.01.19**

## **25. General Rules for Care of the Children Policy**

1. Ensure that all the fire exits are not obstructed at any time.
2. Do not put babies to sit or sleep in the direct sunlight.
3. After using an electrical socket make sure that the safety cover is inserted.
4. Make sure the safety gates are closed.
5. Do not put mugs with hot liquid within children's reach.
6. Ensure that all babies' bottles are labelled with the children's names.
7. Never leave a baby or child unattended on the changing mat. Make sure that you have all necessary equipment by your side.
8. Ensure that nappies, cream etc. used on a baby or child has come from that child's own basket. Ensure the nappy cream is labelled.
9. Put soiled nappies in the nappy sacks and tie securely before placing them into the nappy bin.
10. Spray the changing mat with a detoxifying spray and wipe dry after every nappy change.
11. Wash your hands after every nappy round and before any handling of food, bottles, etc.
12. Do not allow the children to play in the toilets or let the children go unattended.
13. Insist that the children wash their hands after using the toilet.
14. If the floor gets wet you must mop dry to prevent slipping.
15. Always make sure that all the children are accompanied.
16. Never let the children play on any equipment without supervision.
17. Never allow the children into the kitchen.
18. Make all bottles and any foods by way of instructions.
19. Store any leftover food in the fridge for no longer than 24 hours.
20. Make sure all frozen foods do not pass their sell by date.
21. Always check the outside area is safe for the children i.e. free of glass, nettles etc.
22. Always make sure the gate is locked in the garden.
23. Ensure that the children are supervised at all times.
24. Never allow any unknown person to take a child away. Always check with the person in charge to ensure that, that person is an authorized collector.
25. Never allow children to go outside unaccompanied.
26. If any accidents result in injury to staff or children they must be recorded in the accident book.
27. Any medication given to any child must be authorized and recorded in the medication book.
28. The use of bad language within the nursery premises is absolutely forbidden.
29. Smoking on nursery premises is absolutely forbidden.

**Date: 01.01.18**

**Review date: 01.01.19**

## **26. Gifts & Lifts Policy**

**Aim:**

- Ensure the safety and well being of staff and children at all times.
- Ensure staff do not put themselves in a vulnerable situation where they could be accused of grooming children.

**Purpose:**

- Staff are asked to ensure they have an awareness of safeguarding.
- Staff are requested not to give children personal gifts.
- Staff are requested to refrain from giving lifts to and from the nursery unless management are aware and have agreed to it.

It is the duty of all staff to be vigilant and report anything they have concerns about relating to safeguarding children.

**Date: 01.01.18**

**Review date: 01.01.19**

## 27. Grievance Policy

If you have a concern, problem or complaint, about your employment then you have a right to raise the matter through Brindley House Childcare Centre's Grievance Procedure. There are exceptions that are outlined below, in the section: *When the grievance procedure does not apply*.

### Principles

The following principles underpin the Grievance Procedure:

- **Informal** - the employer and employee should try and resolve complaints informally without recourse to the Formal Grievance Procedure.
- **Confidential** - as far as possible any complaints received, either formally or informally, will be kept confidential. This is subject to the principle of transparency.
- **Transparent** - all the people who are directly involved will be kept informed at all stages.
- **Timely** - the aim is always to resolve complaints as quickly as possible.
- **Fair** - every effort will be made to be objective. The employer will be fair to both complainants and people complained about when investigating claims.

### What is a grievance?

Anybody working for Brindley House Childcare Centre may, at some time, have problems or concerns about their work, working conditions or relationships with colleagues that they wish to talk about with management. They want the grievance to be addressed, and if possible, resolved.

Issues that may cause grievances include:

- Terms and conditions of employment.
- Health and safety.
- Work relations.
- Bullying and harassment.
- New working practices.
- Working environment.
- Organisational change.
- Equal opportunities.

### When the Grievance Procedure does not apply:

The Grievance Procedure does not apply if you believe you are being required to act in a way which:

- Is illegal, improper, or unethical.
- Is in breach of constitutional convention or a professional code.
- May involve possible maladministration.

If you feel that you are being required to act in such a way in the performance of your duties you should immediately inform the employer.

You cannot use the Grievance Procedure to appeal against a dismissal decision, unless you are alleging that the real reason you were dismissed is that you were being discriminated against or that the reason given for your dismissal was false.

If you wish to appeal against a decision under the Disciplinary Procedure the Grievance Procedure should not be used, as there is an appeal available under that procedure.

If a grievance cannot be settled informally or a formal approach is preferable, the employee should raise it formally with the employer.

Employees must complete step 1 of the statutory procedure if they wish subsequently to use the grievance as the basis of an application to an employment tribunal.

### **Step 1**

The employee informs the employer of their grievance in writing.

### **Step 2**

The employer invites the employee to a meeting to discuss the grievance where the right to be accompanied will apply. The employer notifies the employee in writing of the decision and notifies of the right to appeal.

### **Step 3**

The employee informs the employer if they wish to appeal. The employer must invite them to a meeting and following the meeting inform the employee of the final decision. (Employees must take all reasonable steps to attend meetings.)

**Date: 01.01.18**

**Review date: 01.01.19**

## **28. Health and Safety Policy**

Brindley House Childcare Centre gives its full commitment to doing everything practical and reasonable in order to protect the health, safety and welfare of all its employees and also of any other person or persons, who may have the need to visit the school or to be affected by the usual running of the school whilst away from the premises in which it normally resides only on officially organised outings.

It is our policy, in so far as it is reasonably practical:

1. To ensure good hygiene practices for staff and children by encouraging hand washing before eating and also after using the toilet.
2. To provide a healthy and safe environment for staff, children and visitors by maintaining equipment and systems of working that are safe and without risks to health.
3. To ensure safety and the absence of risks to health in connection with the use, handling, storage and transport of articles and substances.
4. To provide a competent source of health and safety assistance to all members of staff and to supply such information, instruction, training and supervision as is necessary for their health and safety at work.
5. To maintain all places of work under our control, including means of access in a condition that is safe and without risk to health.
6. To provide identification and assessment of all risks and to eliminate or control the risk to provide a safe system of working.
7. To provide for the establishment, maintenance and development of arrangements for effective joint consultation as a means of re-enforcing the joint responsibility that must exist between the management and staff in all matters of health and safety.
8. To comply with the statutory requirements as a minimum standard of health, safety and welfare of employees at work and all others towards whom we have statutory health and safety obligations.
9. To ensure that effective arrangements are in place to deal with any major emergency on or off our school premises, depending on the type of occasion or event.
10. To ensure that the responsibilities of management are clearly assigned at all levels and that their health and safety roles are defined.
11. To recognise the link between efficiency and health and safety with a view to minimising the costs, losses and disruption which arise from accidents, ill health and dangerous occurrences.
12. To ensure that all the members of staff are aware that they have a statutory responsibility to work safely and to co-operate with the management and group leaders in all matters that affect their health and safety at work.
13. It is our intention to ensure that there is a qualified first aider on the premises at all times.



14. A First Aid box is always available that is stocked according to Ofsted requirements. A box is located in the filing cabinet in the office for staff, and in the downstairs and upstairs bathrooms for children. The officer in charge is responsible for checking and replacing the contents.
15. Only medicine provided by parents can be given to children in our care, with the exception of Calpol, as long as the correct consent has been given. A record of our authority to administer such drugs complete with the indications of the need for their use, the size and the frequency of administration, is kept in the medical record file with the details for each pupil. A medicine book is kept alongside this file, that records the times and dosage of the medicines given to the children as requested and authorized by the parents. This book is to be signed and dated by the staff and then countersigned by the parents. All medicine is stored in the medicine fridge in the upstairs kitchen/staff room, or locked cabinets as appropriate.
16. If a child becomes ill, we will take every step possible to contact parents in the first instance and then use their emergency contact numbers found on their medical record form. If this is not possible, we will take responsible measures to care for the child having first obtained their consent to operate in this way with the most appropriate treatment. Such an agreement is shown on the Parent Consent Form that is filed with the medical records.
17. We expect parents to co-operate with us by not bringing children to nursery if they have an infectious or contagious illness. Staff will also be asked not to work under the same circumstances.
18. An accident book is available, which must be completed if any child or member of staff sustains an injury whilst on the premises. Details of how, where, when, why and to whom the accident happened, must be recorded by the member of staff who saw and dealt with the injury. The treatment given is also recorded. This is countersigned by the senior room leader and then by the parent when the child is collected. These books are kept in the rooms and the staff accident book in the office with the medical records file.
19. The nursery will act on advice given by agencies such as Ofsted, environmental health and the fire brigade in a desire to be an example of good working practice in regard to the Health and Safety at Work Act 1974.
20. The setting will inform Ofsted if a child is admitted to hospital overnight or if a child has a serious injury at the setting, as soon as practically possible or within 14 days.

Procedure to be followed in the event of an accident:

1. If a child or a member of staff has an accident, they will receive first aid by a qualified First Aider.
2. Gloves will be worn when dealing with blood or any other bodily fluids.
3. The wound will be cleaned with sterile cloths or a cold compress applied. No ointments or plasters can be used.
4. If hospital attention is needed, then the officer in charge or a qualified First Aider will make that decision and will take the necessary action to get that person to hospital.
5. If an accident happens to a child, the parents will be informed immediately by the officer in charge or by the appropriate member of staff and arrangements made to obtain hospital treatment either by a paramedic or at the hospital itself. Consent will have been previously obtained and recorded in the Parental Consent Form as detailed in paragraph 15 above.

6. Details of the accident will be recorded in the accident book, stating the name of the child or the member of staff, the date on which it happened, the time, location, nature of the accident and the treatment given. The member of staff who dealt with the accident and countersigned by the senior room leader and the parent will then sign the entry when the child is collected.

In order to ensure that adequate financial, human and other resources are made available for the effective implementation of this policy, proper procedures will be established and maintained to monitor health and safety performance, in a planned manner, with good communication and co-ordination, with all necessary feedback to the deputy manager and the managers.

This Health and Safety Policy will be brought to the attention of all members of staff, whether they be permanent or supply, and also to visitors of Brindley House Childcare Centre.

The Managers, Supervisor, Group Leaders and Assistants have the responsibility for the implementation of this policy within areas under their control.

**In conclusion The Management of Brindley House Childcare Centre feels that:**

**HEALTH AND SAFETY IS THE RESPONSIBILITY OF ALL MEMBERS OF STAFF.**

**Date: 01.01.18**

**Review date: 01.01.19**

## **29. Lost child policy**

If a child should get lost whilst in the care of Brindley House Childcare Centre the following Procedure would be followed:

- Alert the member of staff in charge. The person in charge will make the relevant inquiries to all members of staff to establish when and where the child was last seen.
- The staff would make sure the other children (if this applies) are safe.
- The staff would take a good look around.
- If the manager is not with the group she will be notified straight away.
- If the child cannot be found within 7 minutes then the police are informed followed by the parents.
- Continue to search, opening up the area, and keeping in touch with mobile phone if available.
- When the situation has been resolved members of staff should review the reasons for the incident and ensure measures are taken so that this does not happen again.

**Date: 01.01.18**

**Review date: 01.01.19**

### **30. Managing Medicines & Illness Policy**

"The provider must promote the good health of children attending the setting. They must have a procedure, discussed with parents and/or carers for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection and take appropriate action if children are ill." (*Section 3.44 Statutory framework for the early years foundation stage: March 2014*)

#### **Parents Responsibilities**

"Parents have the prime responsibility for their child's health and should provide the setting with information about their child's medical condition"

At Beaconsfield Childcare we rely on parents to keep us informed about any medical conditions or treatment that their child receives. Any treatment needing to be undertaken, during a session (whether regularly or in the event of an emergency) should be discussed with the setting Manager, Room Leader or the child's key carer. A health care plan should be completed for regular medication linked to allergies and if medication needs to be administered a parental consent form signed.

#### **Confidentiality**

At Beaconsfield Childcare we respect the child's right for confidentiality and information will be shared with relevant staff members after discussion with parents about who needs to be informed.

#### **Staff Responsibilities**

The Management team, Room Leaders and 2<sup>nd</sup> In Charges are trained to administer prescribed/non prescribed medication to children. When appropriate they will access relevant training from a health care professional.

When administering medicine, the administration will always be witnessed by a second member of staff.

#### **Administration of Medication**

Medication will only be administered if it is essential (i.e. 'that it would be detrimental to the child's health if the medicine were not administered during the setting day'. Beaconsfield Childcare will only except and administer medicine that has been prescribed by a doctor, dentist, nurse prescriber or a pharmacist prescriber. The only exception is Calpol.

At Beaconsfield Childcare we will only administer medicine that has been prescribed for a named child.

All medicine should be:

- In its original container as dispensed by a pharmacist and include the prescriber's instructions for administration.
- Brought to the setting by parents daily (collecting the medicine at the end of the session is the parent's responsibility).
- Clearly state the child's name and the issue and/or expiry date

All medicine cannot be given if:

- It is not in its original packaging.
- If it is not prescribed by the doctor (Parents whose child regularly takes non prescription medicine are encouraged to discuss with their GP, whether it is appropriate to be prescribed).
- There is no prior consent from the child's parents.

Before administering medicine to a child the member of staff will check:

- The child's name.
- Prescribed dose.
- Expiry date.
- Written instructions provided by the prescriber on the label or container.

"The Statutory Framework states that 'medicines must not usually be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist'.

When we use the word 'prescribe' we mean medicine that is recommended.

When we use the word 'prescription' we mean written instructions from a doctor or dentist.

Most pharmacists cannot write prescriptions and can only prepare the medicine as instructed by a doctor or dentist. However, they can recommend (prescribe) over-the-counter medicines such as teething gels, when children are teething, or painkillers, when children have a temperature.

Recent changes in the law mean that qualified nurse independent prescribers, and pharmacist independent prescribers, can prescribe any licensed medicine for any medical condition they have been trained to specialise in. For nurses, this includes some controlled drugs.

So, you can give medication that is recommended by a pharmacist or nurse without a written prescription, as well as any medication prescribed by a doctor, dentist or an appropriately qualified pharmacist or nurse."

*Giving medication to children in registered childcare- Ofsted 2013*

### **Over the counter medication**

The Statutory Framework allows you to give over-the-counter medication such as pain and fever relief or teething gel. However, you must get written permission beforehand from parents. And, you must follow the same recording procedures as those for prescribed medication.

"You must only give medication when asked to do so by a parent and if there is an accepted health reason to do so." *Giving medication to children in registered childcare January 2013 No. 080290*

If we already have written permission to give a particular over-the-counter medication to a child, we do not have to get written permission every time to give it. However, we consider it good practice to ask the parent to sign the written record, which must be completed, to confirm that parents have been told that we gave the agreed medication. This will allow us to prove we have let parents know that medication has been given, as shown in the Statutory Framework.

### **Stage 1:**

When a child's temperature is between 37.6<sup>o</sup> and 38<sup>o</sup> a member of staff will try to cool the child through removing some clothing (top layer) and applying a luke warm flannel and offering water. If this doesn't work we will go onto Stage 2.

### **Stage 2:**

The only medication staff will administer that is not prescribed is Calpol. Calpol can only be administered following completion of Beaconsfield Childcare's Non-Prescribed Medication form

and if it is the child's own Calpol that has been brought in by the parents, unless the parent has consented to the nursery Calpol being administered. Staff will still phone parents before administering the medication to ask the parents what they would like the staff to do. The only exception is when a child's temperature is over 38.5 and staff are unable to get hold of anyone on the child's contact and emergency contact sheet; management will always authorise this. Staff must always inform the manager in charge before telephoning the parents in relation to administering Calpol.

Once the staff have administered the Calpol, the staff will wait between 30 and 45 minutes checking the temperature every 15 minutes. After this time if the temperature has not decreased at a reasonable rate then the parents/carers will be asked to come and collect their child. If the temperature is more than 39 degrees the staff member will ask the parent to collect the child straight away. At the parent's request Calpol can still be administered while the parents are on their way to collect the child. If the dosage of Calpol circled is different to what the parent or carer is requesting you to administer staff members must follow what has been written in the child's file.

If a child is reliant on Calpol (i.e. a parent administering first thing in the morning then the nursery administering it four hours later) then the child will need to go home as they are not fit to be in nursery. If you have administered Calpol prior to dropping your child at nursery it is imperative that you inform the staff so that we do not overdose your child.

If your child is sent home with a temperature two consecutive days they will need to be clear of a temperature for 24 hours before returning to the nursery, so that they have had a chance to fully recuperate. If your child is in the nursery the expectation is that they are fit and well enough to join in with all the daily activities, including outdoor play. If they are not fit and well enough they should not be in the setting.

**Staff taking medication/other substances:** Staff must not be under the influence of alcohol or any other substance which could affect their ability to work with children. If those staff are taking medication that may affect their ability to work with children then they must seek medical advice. At Beaconsfield Childcare we ensure that adults only work with children providing medical advice has been confirmed that it would be unlikely to impair that staff member's ability to look after children. Staff taking medication must ensure that medicines are always locked away in the office where it is out of reach of any children at all times.

**Records** will be kept of all medication brought to the setting and when medication is administered this will also be recorded in the medicine file and signed by the parents.

**Refusal** - if a child refuses to take their medication, staff will not compel them to do so. They will record in the child's record the refusal and any surrounding circumstances and will inform the parents as soon as possible by telephone or at the end of the session latest.

#### **Long term medical needs**

A medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered.

If a child has long term needs, the setting will gain all the sufficient information about the medical condition from the parents/ carers and between them will write up a health care plan for the child and the child's medicine will be kept in the office or in the room out of the reach of any children however it is easily accessible.

### **Medicine storage**

All prescribed medicines will be stored in the medicine fridge. If they need refrigeration, or in the locked medicine cabinets if refrigeration is not required. Emergency Medicine that needs to be on hand at all times (e.g. inhalers and epi-pens) will be placed out of reach of children but readily available.

### **Emergency Procedures**

Actions to be taken in an emergency and what constitutes an emergency for a particular child are contained in the child's health care plan. Two members of staff will be named in the plan to be responsible lead people in an emergency, but all staff where appropriate will have read and discussed the emergency procedures so that they are able to support the named members of staff. Copies of the emergency procedures will be laminated and stuck in the room and with the medication, so they are readily available for consultation in the event of an emergency.

### **Trips and Outings**

Before a trip is undertaken an additional risk assessment will be carried out in relation to children with medical needs. Steps will be taken to minimize risks and to ensure that all children can be included on the trip.

Medicine, for children who may require it on a trip, will be carried by the senior member of staff allocated to that child for the trip or by the child's parents if they are attending the trip.

If it is thought that additional staffing is necessary to ensure the safety and enjoyment of the trip to everyone, this will be put into place.

Copies of emergency procedures will be taken on the trip along with relevant contact numbers. The adult in charge will supervise the child with medical needs and will carry a mobile phone.

### **Exclusion Periods**

If your child has sickness or diarrhoea they must refrain from attending the setting for 48 hours from the last bout of sickness or diarrhoea. This is to enable your child to be fully recovered before returning to the setting, and to prevent the spread of illness throughout the nursery. For exclusion periods for other illnesses please see the Registration Pack or sheet in reception.

We do not send children home lightly; however the health, safety and well being of all children and staff is paramount; therefore exclusion periods must be adhered to protect everyone in our care.

**Date: 25.01.18**

**Review date: 25.01.19**

### **31. Maternity, Paternity & Parental Leave Policy**

This policy outlines your statutory rights and responsibilities when you are pregnant, give birth or adopt a child. It also outlines the arrangements and notification requirements before, during and after a period of Maternity, Adoption and Shared Parental Leave, your statutory entitlements to pay during your leave and your right to return to work following the leave.

#### **Time off for antenatal care**

If you are pregnant, you have the right to take reasonable time off work, with pay, during your working hours to receive antenatal care, regardless of your length of service. This includes relaxation and/or parent craft classes, when this has been recommended on medical grounds by your registered medical practitioner or registered midwife.

The Company requires you to give reasonable notice when making a request to take time off for scheduled antenatal appointments. Prior to time off being authorised, you will also be required to provide a copy of your appointment card and/or medical certificate confirming your pregnancy, with the exception of your first appointment.

The expectant father or the partner of a pregnant woman is entitled to take unpaid time off work to accompany the woman to two of her ante-natal appointments. Unpaid time off is limited to a maximum of 6.5 hours for each appointment.

Parents who are adopting a child may also take time off to attend adoption appointments. The main adopter may take time off to attend up to five, while the secondary adopter is entitled to take time off for up to two appointments.

#### **Different types of leave available**

If you are pregnant or you have recently given birth, you are entitled to Maternity Leave.

If you adopt a child, either you or your partner will be entitled to Adoption Leave. Adoption leave can be taken by either partner adopting a child jointly, regardless of your gender. To obtain the benefit of these rights, you must comply with the qualifying conditions that are outlined below.

Where you meet the eligibility criteria, you are entitled to 52 weeks' Maternity or Adoption Leave, in order to care for a new baby or a newly adopted child who is up to 18 years of age.

Maternity and Adoption Leave is made up of 26 weeks' Ordinary Leave, followed by 26 weeks' Additional Leave. Additional Maternity Leave (AML) or Additional Adoption Leave (AAL) follows immediately after the end of your Ordinary Leave. There can be no gap between the two types of leave.

#### **Compulsory Maternity Leave**

When you give birth, you are legally compelled to take a minimum of two weeks' Maternity Leave immediately after giving birth. (NB: *For health and safety reasons, new mothers who work in a factory have a longer minimum period of four weeks.*)



## **Benefits during Maternity or Adoption Leave**

During Maternity or Adoption Leave, you are entitled to receive all your normal contractual benefits, including annual holiday entitlement, with the exception of your normal pay.

### **Statutory Maternity and Adoption Pay (SMP/SAP)**

SMP and SAP is payable for up to 39 weeks.

The first six weeks of SMP is payable at the higher rate, which is the equivalent of 90% of your normal earnings. Your normal earnings are calculated based on the eight-week period before the Qualifying Week, i.e. the 15th week before your expected week of childbirth. The remaining 33 weeks of SMP are payable at a standard rate for the relevant tax year and can change each year.

SAP is payable for up to 39 weeks, also at a standard rate for the relevant tax year, and can change each year.

If you do not qualify for SMP or SAP, you may be entitled to claim for an allowance of financial support by contacting your local benefits office.

### **Qualifying for SMP and SAP**

To qualify for SMP or SAP you must:

- Have average weekly earnings equal to or above the Lower Earnings Limit for National Insurance purposes during the eight-week period up to and including the Qualifying Week or the date you are matched with a child.
- Have been continuously employed for at least 26 weeks, ending with the 15th week before your expected week of childbirth (the 'Qualifying Week') or the date you are informed by the approved adoption agency, or the central authority, that you have been matched with a child.
- (If you are pregnant) still be pregnant at the 11th week before your expected week of childbirth or have had the child by that time.
- Give the Company notice, at least 15 weeks before the expected week of your childbirth, that you intend to be absent from work because of your pregnancy, or that you intend to be absent from work because of adoption.
- Provide the Company with the appropriate medical certification of your expected week of childbirth, normally using the medical certificate MAT B1, or provide a written declaration that you have chosen to receive SAP rather than Statutory Maternity Pay.

### **Shared Parental Leave**

Shared Parental Leave enables eligible parents to choose how to share the care of their child during the first year of birth or adoption. Its purpose is to give parents more flexibility in considering how to best care for, and bond with, their child. All eligible employees have a statutory right to take Shared Parental Leave. There may also be an entitlement to some Shared Parental Pay.

### **Returning to work after Maternity or Adoption Leave**

You do not need to give notice of your return to work if you simply return at the end of your Maternity or Adoption Leave period.

If you wish to return to work before the full entitlement of your Maternity or Adoption Leave has ended, or change your mind about the intended date of return to work, you must give the Company a minimum of eight weeks' notice of the intended date of your return.

In the event that you fail to give the required eight weeks' notice of an earlier date of return, the Company may postpone your return until the end of the eight weeks' notice you should have given, or until the end of the Maternity or Adoption Leave period, whichever is earlier.

You are entitled to return to your original job at the end of Ordinary Maternity or Adoption Leave. Where you take Additional Maternity or Adoption Leave, you are also entitled to return to your original job at the end of the Additional Leave. However, if this is not reasonably practicable, you will be offered a similar role on no less favourable terms and conditions.

You will not lose the right to return to work if you do not follow the correct notification procedures. However, the Company may take appropriate disciplinary action if you fail to return to work at the end of the Maternity or Adoption Leave period.

In the event that you are unable to return to work at the end of the Maternity or Adoption Leave due to ill health, the Company's normal sickness absence rules, procedures and payments will apply.

### **Holiday entitlement and Maternity or Adoption Leave**

Annual holiday entitlement will continue to accrue during the whole of your Maternity or Adoption Leave. You must discuss and agree with your manager, in advance, when your accrued holiday entitlement can be taken.

Holiday entitlement cannot be taken simultaneously with Maternity or Adoption Leave. Accrued holiday can only be taken either before the beginning of the Leave or after the end of the Leave. Authorisation must be obtained from your manager in the normal way prior to your accrued holiday being taken.

### **Contact during Maternity or Adoption Leave**

The Company may make reasonable contact with you during your Maternity or Adoption Leave. In addition, you may attend work during your Maternity or Adoption Leave, for a limited period, without affecting your Maternity or Adoption Leave. These days are referred to as Keeping in Touch days.

### **Keeping in Touch (KIT) days**

During your Maternity or Adoption Leave, you may work up to 10 days for the Company, during your Leave, without losing your right to your Maternity or Adoption Leave pay.

Any days worked will be paid at an agreed rate for the time worked, and any SMP or SAP will be taken into account for these purposes.

Neither you nor the Company is under any obligation to agree to work or provide work for KIT days.

### **Pension contributions during Maternity or Adoption Leave**

If you receive the benefit of contractual pension contributions made by the Company, these will continue to be paid at the full rate up to the end of your Maternity or Adoption Leave.

### **Notification procedures for Maternity Leave**

If you are pregnant and give birth to a child, you are entitled to take Maternity Leave. To be eligible, you must comply with the rules and procedures set out below:

- No later than the end of the 15th week before the week your child is due, you must give the Company notice of:
  - the fact that you are pregnant and the date on which you intend to start your Maternity Leave;
  - the expected week of childbirth, which must be confirmed by providing the medical certificate MAT B1.
- Within 28 calendar days of you giving notice, the Company will respond in writing, to confirm the date on which your Maternity Leave will end. This will normally be 52 weeks from the start of your Maternity Leave.
- The earliest you may start your Maternity Leave is 11 weeks before your expected week of childbirth, However, Maternity Leave will start automatically if you give birth before this date.

Your Maternity Leave will automatically start if you are absent from work for a pregnancy-related illness during the four weeks before your expected week of childbirth.

### **Changing the start of your Maternity Leave**

You may change your mind about when you want to start your Maternity Leave as long as you notify the Company, in writing, of your new start date. You must give the Company the relevant notice by whichever date is the earlier of the following notice periods:

- 28 days before the date on which you originally intended to start your leave; or
- 28 days before the new date on which you want to start your leave.

### **Notification procedures for Adoption Leave**

If you adopt a child, you are entitled to Adoption Leave. This right applies to both men and women.

The partner of an individual who adopts, or the other partner of a couple adopting a child jointly may also be entitled to Paternity Leave and Statutory Paternity Pay.

If you are part of a couple that adopts a child, you can choose which partner will take Adoption Leave and which will take Paternity Leave. Either partner can choose the type of leave that applies to them.

To qualify for Adoption Leave, you must:

- Be newly matched with a child for adoption by an approved adoption agency.
- Have notified the agency that you agree that the child should be placed with you and have agreed the date of placement.
- Notify the Company of when you want to take Adoption Leave no more than seven calendar days after being notified that you have been matched with a child.

You should also give the Company the matching certificate from the approved adoption agency as evidence of your entitlement to Adoption Leave. Only one period of Adoption Leave will be available, irrespective of whether you have more than one child placed with you for adoption as part of the same arrangement.

Within 28 calendar days of you giving notice, the Company will respond in writing to you, confirming the date when your Adoption Leave will end. This will normally be 52 weeks from the start of the Adoption Leave.

You may choose to start your Adoption Leave either from:

- The date of the child's placement; or
- a fixed date, which can be up to 14 calendar days before the expected date of the child's placement.

### **Changing the start of your Adoption Leave**

You may change your mind about when you want to start Adoption Leave, as long as you notify the Company, in writing, of your new start date. You must give the Company the relevant notice by whichever date is the earlier of the following notice periods:

- 28 days before the date you originally intended to start your leave or
- 28 days before the new date you want to start your leave.

### **Overseas adoption**

If you are adopting a child from overseas, you must have received official notification that the adoption has been approved by the central authority and give the Company notice, in writing, at each of the three notification stages.

The Company will require copies of official notification as evidence of the child arriving in the UK and to support your request to take Adoption Leave.

The procedures for overseas adoption are determined by the central authority and are thorough. In the first instance, you should discuss your intention to take Adoption Leave within 28 days of the date on which you received the official notification.

## **Paternity Leave and Pay**

You are entitled to Paternity Leave and pay in accordance with the current statutory provisions. If you are to become a father and wish to take Paternity Leave you should notify your manager by the 15<sup>th</sup> week before the baby is expected (unless this is not reasonably practicable) so that you may benefit from the provisions available to you.

Employees will need to satisfy the following conditions in order to qualify for Paternity Leave:

- Have or expect to have responsibility for the child's upbringing.
- Be named on the Birth Certificate of the child or be the mother's husband or partner (including same sex partners).
- Have worked continuously for the Company for 26 weeks leading into the 15<sup>th</sup> week before the baby is due.

Eligible employees are entitled to take either one or two consecutive week's Paternity Leave. The company will pay Statutory Paternity Pay (SPP), for the duration of the Paternity Leave. The leave must be taken within 56 days of the baby's birth.

To request paternity leave please confirm:

- The expected week of childbirth.
- Whether you wish to take one or two weeks leave
- The date on which the paternity leave is to start

You should also provide a completed and signed SC3 - Becoming a Parent, at least 28 days before your SPP is to start.

## **Employee rights during paternity leave**

During statutory paternity leave, eligible employees are entitled to:

- Their contractual terms and conditions, except pay.
- Accrual of annual leave.
- Continuity of employment.

Fathers may also be entitled to unpaid leave under the Parental Leave or Time Off for Dependants legislation - see the relevant sections in this Handbook.

## **Time Off for Dependants**

All employees have the right to take a reasonable period of unpaid time off work to deal with an emergency involving a dependant. The amount of time off that is 'reasonable' will depend on the individual circumstances, but it will normally be short periods of a few hours or perhaps a couple of days in order for an emergency to be dealt with - e.g. an unforeseen breakdown in childcare arrangements.

This policy is intended to cover unforeseen matters. If you know in advance that you are going to need time off, (e.g. for a house move) you should arrange to take this time as part of your annual leave entitlement. If the reason relates to your child, you may be entitled to take Parental Leave.

## **Parental Leave**

You are entitled to Parental Leave and pay in accordance with the current statutory provisions.

Parental Leave gives parents of children (natural or adopted) the right to take a period of time off work to look after a child or make arrangements for the child's welfare. The leave is unpaid.

Employees are eligible for Parental Leave if they have one year's continuous service with the company and:

- Are the parent of a child who is under 18 years of age.
- Have adopted a child under the age of 18 (Parental Leave lasts for a period of 5 years from the date of adoption or until the child's 18<sup>th</sup> birthday, whichever is the sooner).
- Have acquired formal parental responsibility for a child who is under 5 years of age.

Employees are entitled to 18 weeks unpaid Parental Leave in total for each child.

You should be aware that there is a maximum of four weeks' Parental Leave that can be taken in any one year.

Parental Leave can only be taken in blocks of one complete week or more, except in the case of children with a disability, when you may take Parental Leave one day at a time.

## **Contractual benefits during Parental Leave**

You are entitled to enjoy your normal terms and conditions of employment, with the exception of pay, while on Parental Leave.

## **Procedure**

If you meet the qualifying conditions detailed above, you are required to give the Company a minimum of 21 calendar days' notice, in writing, of your request to take Parental Leave. The request must specify the start and end date of the intended leave and state that the purpose of the leave is to spend time with or to take care of the child.

You must confirm if you have previously taken Parental Leave, in relation to the same child, during any previous or other employment with another employer.

You are also required to provide evidence of your responsibility to the child: either a copy of the child's date of birth or adoption placement and, if applicable, the child's entitlement to a Disability Living Allowance.

If you intend to take a period of Parental Leave immediately after a period of Paternity Leave, you must give the Company a minimum of 21 days' notice before the expected week of confinement or placement.

## **The right to postpone Parental Leave**

The Company has the right to postpone your Parental Leave for up to six months if the timing of your absence will unduly disrupt the business. However, any Parental Leave requested to take place immediately after the birth of your child, or the date of placement, will not be postponed provided that you have given 21 calendar days' notice of your intention to take Parental Leave at this time.

## **Returning to work after Parental Leave**

You are normally entitled to return to work following Parental Leave to the same position you held before commencing your leave. Your terms of employment will remain unchanged upon your return from a period of Parental Leave.

## **Shared Parental Leave**

### **What is Shared Parental Leave?**

Shared Parental Leave enables eligible parents to choose how to share the care of their child during the first year of birth or adoption. Its purpose is to give parents more flexibility in considering how to best care for, and bond with, their child. All eligible employees have a statutory right to take Shared Parental Leave. There may also be an entitlement to some Shared Parental Pay. This policy sets out the statutory rights and responsibilities of employees who wish to take statutory Shared Parental Leave (SPL) and statutory Shared Parental Pay (ShPP).

### **Who is eligible for Shared Parental Leave?**

SPL can only be used by two people:

The mother/adopter and one of the following:

- The father of the child (in the case of birth) or
- the spouse, civil partner or partner of the child's mother/ adopter.

Both parents must share the main responsibility for the care of the child at the time of the birth/placement for adoption.

Additionally an employee seeking to take SPL must satisfy each of the following criteria:

- The mother/adopter of the child must be/have been entitled to statutory maternity/adoption leave or if not entitled to statutory maternity/adoption leave they must be/have been entitled to statutory maternity/adoption pay or maternity allowance and must have ended or given notice to reduce any maternity/adoption entitlements;
- the employee must still be working for the organisation at the start of each period of SPL;
- the employee must pass the 'continuity test' requiring them to have a minimum of 26 weeks' service at the end of the 15th week before the child's expected due date/matching date;
- the employee's partner must meet the 'employment and earnings test' requiring them in the 66 weeks leading up to the child's expected due date/matching date have worked for at

least 26 weeks and earned an average of at least £30 (this is correct as of 2015 but may change annually) a week in any 13 of those weeks;

- the employee must correctly notify the organisation of their entitlement and provide evidence as required.

### **Shared Parental Leave entitlement**

Eligible employees may be entitled to take up to 50 weeks SPL during the child's first year in their family. The number of weeks available is calculated using the mother's/adopter's entitlement to maternity/adoption leave, which allows them to take up to 52 weeks' leave. If they reduce their maternity/adoption leave entitlement then they and/or their partner may opt-in to the SPL system and take any remaining weeks as SPL.

A mother/adopter may reduce their entitlement to maternity/adoption leave by returning to work before the full entitlement of 52 weeks has been taken, or they may give notice to curtail their leave at a specified future date.

If the mother/adopter is not entitled to maternity/adoption leave but is entitled to Statutory Maternity Pay (SMP), Statutory Adoption Pay (SAP) or Maternity Allowance (MA), they must reduce their entitlement to less than the 39 weeks.

If they do this, their partner may be entitled to up to 50 weeks of SPL. This is calculated by deducting from 52 the number of weeks of SMP, SAP or MA taken by the mother/adopter.

SPL can commence as follows:

- The mother can take SPL after she has taken the legally required two weeks of maternity leave immediately following the birth of the child.
- The adopter can take SPL after taking at least two weeks of adoption leave.
- The father/partner/spouse can take SPL immediately following the birth/placement of the child, but may first choose to exhaust any paternity leave entitlements (as the father/partner cannot take paternity leave or pay once they have taken any SPL or ShPP).

Where a mother/adopter gives notice to curtail their maternity/adoption entitlement then the mother/adopter's partner can take leave while the mother/adopter is still using their maternity/adoption entitlements.

SPL will generally commence on the employee's chosen start date specified in their leave booking notice, or in any subsequent variation notice (see "Booking Shared Parental Leave" and "Variations to arranged Shared Parental Leave" below).

If the employee is eligible to receive it, Shared Parental Pay (ShPP) may be paid for some, or all, of the SPL period (see "Shared Parental Pay" below).

SPL must end no later than one year after the birth/placement of the child. Any SPL not taken by the first birthday or first anniversary of placement for adoption is lost.



## **Notifying us of an entitlement to Shared Parental Leave**

If you are entitled and are intending to take SPL you must give your line manager notification of your entitlement and intention to take to SPL, at least eight weeks before you can take any period of SPL.

Part of the eligibility criteria requires that you to provide us with correct notification. Notification must be in writing and requires each of the following:

- Your full name.
- The name of the other parent.
- The start and end dates of any maternity/adoption leave or pay, or maternity allowance, taken in respect of the child and the total amount of SPL available.
- The date on which the child is expected to be born or the actual date of birth or, in the case of an adopted child, the date on which you were notified of having been matched with the child and the date of placement for adoption.
- The amount of SPL you and your partner each intend to take.
- A non-binding indication of when you expect to take the leave.

You must provide us with a signed declaration stating:

- That you meet, or will meet, the eligibility conditions and are entitled to take SPL.
- That the information you have given is accurate.
- If you are not the mother/adopter you must confirm that you are either the father of the child or the spouse, civil partner or partner of the mother/adopter.
- That should you cease to be eligible you will immediately inform the company.

You must provide us with a signed declaration from your partner confirming:

- Their name, address and national insurance number (or a declaration that they do not have a national insurance number);
- that they are the mother/adopter of the child or they are the father of the child or are the spouse, civil partner or partner of the mother/adopter;
- that they satisfy the 'employment and earnings test' (see "Who is eligible for Shared Parental Leave?" above), and had at the date of the child's birth or placement for adoption the main responsibility for the child, along with the employee;
- that they consent to the amount of SPL that the employee intends to take;
- that they consent to the organisation processing the information contained in the declaration form; and
- (in the case whether the partner is the mother/adopter), that they will immediately inform their partner should they cease to satisfy the eligibility conditions.

## **Requesting further evidence of eligibility**

The company may, within 14 days of the SPL entitlement notification being given, request:

- The name and business address of the partner's employer (where the your partner is no longer employed or is self employed their contact details must be given instead);

- in the case of biological parents, a copy of the child's birth certificate (or, where one has not been issued, a declaration as to the time and place of the birth);
- in the case of an adopted child, documentary evidence of the name and address of the adoption agency, the date on which you were notified of having been matched with the child and the date on which the agency expects to place the child for adoption.

In order to be entitled to SPL, you must produce this information within 14 days of the employer's request.

### **Fraudulent claims**

The company will, where there is a suspicion that fraudulent information may have been provided or where we have been informed by the HMRC that a fraudulent claim was made, investigate the matter in accordance with the usual company investigation and disciplinary procedures.

### **Discussions regarding Shared Parental Leave**

If you are considering taking SPL you should arrange an informal discussion with your line manager as early as possible to talk about your plans.

Upon receiving a leave booking notice we will arrange a formal meeting within 14 days to discuss it.

At the meeting you may, if you wish, be accompanied by a workplace colleague or trade union representative.

The purpose of the meeting is to discuss in detail the leave proposed and what will happen while you are away from work. Where it is a request for discontinuous leave the discussion may also focus on how the leave proposal could be accommodated, whether a modified arrangement would be agreeable to you and the company, and what the outcome may be if no agreement is reached.

### **Booking Shared Parental Leave**

In addition to notifying the company of entitlement to SPL/ShPP, you must also give notice to take the leave. In many cases, notice to take leave will be given at the same time as the notice of entitlement to SPL.

You have the right to submit up to three notifications specifying leave periods you are intending to take. Each notification may contain either (a) a single period of weeks of leave; or (b) two or more weeks of discontinuous leave, where you intend to return to work between periods of leave. SPL can only be taken in complete weeks but may begin on any day of the week. For example if a week of SPL began on a Tuesday it would finish on a Monday. Where you return to work between periods of SPL, the next period of SPL can start on any day of the week.

You must book SPL by giving the correct notification at least eight weeks before the date on which you wish to start the leave and (if applicable) receive ShPP.

### **Continuous Leave Notifications**

A notification can be for a period of **continuous leave**, which means a notification of a number of weeks taken in a single unbroken period of leave (for example, six weeks in a row).

You have the right to take a continuous block of leave notified in a single notification, so long as it does not exceed the total number of weeks of SPL available to them (specified in the notice of entitlement) and the company has been given at least eight weeks' notice.

You may submit up to three separate notifications for continuous periods of leave.

### **Discontinuous leave notifications**

A single notification may also contain a request for two or more periods of **discontinuous leave**, which means asking for a set number of weeks of leave over a period of time, with breaks between the leave where you return to work.

Where there is concern over accommodating the notification, the company or you may seek to arrange a meeting to discuss the notification with a view to agreeing an arrangement that meets both the company's and your needs.

The company will consider a discontinuous leave notification but has the right to refuse it. If the leave pattern is refused, you can either withdraw it within 15 days of giving it, or can take the leave in a single continuous block.

### **Responding to a Shared Parental Leave notification**

Once we receive a leave booking notice, it will be dealt with as soon as possible with a response being provided no later than the 14th day after the leave request was made.

All notices for continuous leave will be confirmed in writing.

All requests for discontinuous leave will be carefully considered, weighing up the potential benefits to the employee and to the organisation against any adverse impact to the business.

Each request for discontinuous leave will be considered on a case-by-case basis. Agreeing to one request will not set a precedent or create the right for another employee to be granted a similar pattern of SPL.

An employee will be informed in writing of the decision as soon as is reasonably practicable, but no later than the 14th day after the leave notification was made. The request may be granted in full or in part: for example, the company may propose a modified version of the request.

If a discontinuous leave pattern is refused then the employee may withdraw the request without detriment on or before the 15th day after the notification was given; or may take the total number of weeks in the notice in a single continuous block. If the employee chooses to take the leave in a single continuous block, the employee has until the 19th day from the date the original notification was given to choose when they want the leave period to begin. The leave cannot start sooner than eight weeks from the date the original notification was submitted. If the employee

does not choose a start date then the leave will begin on the first leave date requested in the original notification.

### **Variations to arranged Shared Parental Leave**

An employee is permitted to vary or cancel an agreed and booked period of SPL, provided that they advise the organisation in writing at least eight weeks before the date of any variation. Any new start date cannot be sooner than eight weeks from the date of the variation request.

Any variation or cancellation notification made by an employee, including notice to return to work early, will usually count as one of the allowable three submitted notifications. However, a change as a result of a child being born early, or as a result of the company requesting it be changed, and the employee being agreeable to the change, will not count as further notification. Any variation will be confirmed in writing by the company.

### **Statutory Shared Parental Pay (ShPP)**

Eligible employees may be entitled to take up to 37 weeks ShPP while taking SPL. The amount of weeks available will depend on the amount by which the mother/adopter reduces their maternity/adoption pay period or maternity allowance period.

ShPP may be payable during some or all of SPL, depending on the length and timing of the leave.

In addition to meeting the eligibility requirements for SPL, an employee seeking to claim ShPP must further satisfy each of the following criteria:

- The mother/adopter must be/have been entitled to statutory maternity/adoption pay or maternity allowance and must have reduced their maternity/adoption pay period or maternity allowance period;
- the employee must intend to care for the child during the week in which ShPP is payable;
- the employee's average weekly earnings for the period of eight weeks leading up to and including the 15<sup>th</sup> week before the child's expected due date/matching date of not less than the lower earnings limit (LEL) in force for national insurance contributions;
- the employee must remain in continuous employment until the first week of ShPP has begun;
- the employee must give proper notification in accordance with the rules set out below.

Where an employee is entitled to receive ShPP they must, at least eight weeks before receiving any ShPP, give written notice advising the company of their entitlement to ShPP. To avoid duplication this should normally be included as part of the notice of entitlement to take SPL.

In addition to what must be included in the notice of entitlement to take SPL, any notice that advises of an entitlement for ShPP must include:

- The start and end dates of any maternity/adoption pay or maternity allowance;
- the total amount of ShPP available, the amount of ShPP the employee and their partner each intend to claim, and a non-binding indication of when the employee expects to claim ShPP;
- a signed declaration from the employee confirming that the information they have given is correct, that they meet, or will meet, the criteria for ShPP and that they will immediately inform the company should they cease to be eligible.

It must be accompanied by a signed declaration from the employee's partner confirming:

- Their agreement to the employee claiming ShPP and for the organisation to process any ShPP payments to the employee;
- (in the case whether the partner is the mother/ adopter) that they have reduced their maternity/adoption pay or maternity allowance;
- (in the case whether the partner is the mother/ adopter) that they will immediately inform their partner should they cease to satisfy the eligibility conditions.

Any ShPP due will be paid at a rate set by the Government for the relevant tax year.

### **Terms and conditions during Shared Parental Leave**

During the period of SPL, your contract of employment continues in force and you are entitled to receive all your contractual benefits, except for salary. In particular, any benefits in kind (such as use of a company car, laptop, mobile phone) will continue and contractual annual leave entitlement will continue to accrue.

Pension contributions will continue to be made during any period when you are receiving ShPP but not during any period of unpaid SPL. Employee contributions will be based on actual pay, while the company's contributions will be based on the salary that the employee would have received had they not been taking SPL.

### **Annual Leave**

SPL is granted in addition to normal annual holiday entitlement. You are reminded that holiday not taken during the leave year cannot be carried over. Where an SPL period overlaps two leave years you should consider how your accrued leave in the first year can be used to ensure that it is not lost.

### **Contact during Shared Parental Leave**

Before an SPL begins, the company may discuss the arrangements for us to keep in touch during your leave. We reserve the right, in any event, to maintain reasonable contact with employees during their SPL. This may be to discuss your plans to return to work, to ensure you are aware of any possible promotion opportunities, to discuss any special arrangements to be made or training to be given to ease your return to work or simply to update you on developments at work during your absence.

### **Shared Parental Leave in Touch days (SPLIT)**

You can agree to work (or attend training) for up to 20 days during SPL without bringing your period of SPL to an end or impacting on your right to claim ShPP for that week. These are known as "Shared Parental Leave In Touch" or "SPLIT" days. Any work carried out on a day or part of a day shall constitute a day's work for these purposes.

The organisation has no right to require the employee to carry out any work, and is under no obligation to offer the employee any work, during the employee's SPL. Any work undertaken is a matter for agreement between the organisation and the employee. An employee attending work on a SPLIT day will receive an agreed payment relative to the time worked. If a SPLIT day occurs

during a week when the employee is receiving ShPP, the ShPP will be offset against the overall payment made. (i.e. ShPP will not be paid in addition to salary or wages). Any SPLIT days worked do not extend the period of SPL.

An employee, with the agreement of the company, may use SPLIT days to work part of a week during SPL. The company and the employee may use SPLIT days to effect a gradual return to work by the employee towards the end of a long period of SPL or to trial a possible flexible working pattern.

### **Returning to work after Shared Parental Leave**

You will have been formally advised in writing of the end date of any period of SPL. You will be expected to return on the next working day after this date, unless you notify the company otherwise. If you are unable to attend work due to sickness or injury, the company's normal arrangements for sickness absence will apply. In any other case, late return without prior authorisation will be treated as unauthorised absence.

If you wish to return to work earlier than the expected return date, you must provide at least eight weeks written notice to vary the date of your return. This will count as one of the employee's notifications. If you have already used your three notifications to book and/or vary leave then the company does not have to accept the notice to return early but may do if it is considered to be reasonably practicable to do so.

On returning to work after SPL, you are entitled to return to the same job if your aggregate total statutory maternity/paternity/adoption leave and SPL amounts to 26 weeks or less. The same job is the one you occupied immediately before commencing maternity/paternity/adoption leave and the most recent period of SPL, on the same terms and conditions of employment as if you had not been absent.

If your maternity/paternity/adoption leave and SPL amounts to 26 weeks or more in aggregate, you are entitled to return to the same job you held before commencing the last period of leave or, if this is not reasonably practicable, to another job which is both suitable and appropriate and on terms and conditions no less favourable.

If you also take a period of unpaid parental leave of 4 weeks or less this will have no effect on your right to return and you will still be entitled to return to the same job as you occupied before taking the last period of leave if the aggregate weeks of maternity/paternity/adoption and SPL do not exceed 26 weeks.

If a parent takes a period of 5 weeks of unpaid parental leave, even if the total aggregate weeks of maternity/paternity/adoption and SPL do not exceed 26 weeks, the employee will be entitled to return to the same job they held before commencing the last period of leave or, if this is not reasonably practicable, to another job which is suitable and appropriate and on terms and conditions no less favourable.

**Date: 01.01.18**

**Review date: 01.10.19**

## **32. Media Policy**

### **Mobile Phones:**

Due to government reports following the Plymouth inquiry Ofsted have issued guidance relating to mobile phone usage within the setting. Please see the below policy to see how this affects you.

#### **Staff responsibility relating to mobile phone usage:**

All staff must leave their mobile phones in the office. These must be signed into the office and out again at lunchtime breaks and end of day only. No staff may have their phones in the room they work, this includes the kitchen area. No staff may answer their mobile phone during their working hours. (Staff are able to give the nursery number as an emergency contact number.) Staff may only use their phone during break periods in a designated staff room or room without any children present or off the nursery premises. Staff may not use their phone in the communal nursery areas. If any staff phones are needed to be taken on walks a member of the management team must check the phone upon their return from an outing to check for phone calls and text messages made or received and photos taken, any of these would be a disciplinary offence if not work related.

At all times the emphasis is on staff protecting themselves and not leaving themselves liable for accusations.

#### **Parental responsibility relating to the usage of mobile phones:**

All parents are requested to end all phone calls before entering the nursery premises. If your phone rings whilst you are in the setting we request that you do not answer it until you have left the building. If you are seen using your phone within the building you will be asked to leave the premises.

#### **Visitors responsibility relating to the usage of mobile phones:**

Any visitor to the setting must not use their phone for the duration of their visit within the building. Visitors are requested to leave mobile phones in the office and not to take them into any rooms where there are children.

Visitors having show rounds in the setting are requested to leave their mobile phone in their bag for the duration of the visit.

We thank you for your cooperation with this.

### **Photography:**

Upon having a child accepted for the nursery, the parent is asked to agree to their child being photographed on occasion by a teacher or individual validated person by the nursery. This enables the nursery to proceed with the taking of photographs for development and planning records as well as special occasions such as Christmas etc.

Every parent has the right to refuse this request, in which case any member of staff or parent must not photograph the child, without the express permission from the parent for that occasion.

Where pictures are taken of the whole nursery, for a trip/visit etc. the parents of the child/ren who have opted out of having their child photographed will be contacted to allow them to rescind their decision if they wished to do so.

Where pictures are displayed on the walls or as evidence, the child's/ren's names or any other details will not be displayed in communal areas.

No photos of children will ever be uploaded onto the company's website or any social network site without prior parental consent.

**We have developed a consent form for all different purposes / types of photos to be completed by each parent so we can make sure we follow their wishes.**

#### **Video Cameras/Recording Devices:**

If video cameras or recording devices are going to be used in the setting then additional permission will be sought from the parents/carers before any recording device is used.

#### **Online Learning Journeys:**

The nursery has invested in iPADS to support the use of Tapestry for the online learning journeys of all children in the setting. Tapestry is a very secure online system (their data centre is ISO27001 accredited, and their staff are security vetted to BS27001 standard) run by the Early Years Foundation Stage Forum (FSF) of which we are a member.

Each room has two iPADS which are loaded with only the Tapestry application for staff to use. Tapestry is password protected, each member of staff having their own logon id and password. Senior staff, such as Room Leaders, Group Leaders/2<sup>nd</sup> In Charge and the management team, also have email log-ins. The iPADS will be used to record observations and take photographs. No member of staff is able to download anything onto the iPADS, or access anything other than the Tapestry application. The iPad is password protected to stop anyone accessing any internet site except Tapestry, and they are also password protected against downloading. Staff are not allowed to take an iPad out of the setting. The Managing director and the Early Years Manager are the only people who can update the iPADS, as required, and oversee usage of them all. The Early Years Manager accesses all the children's' learning journeys and approves all observations and photos prior to them being available for parents to view.

#### **Parental Arrangements:**

Before parents are given their code to be able to log into their child's learning journey online they are asked to sign a parental agreement which includes confirming that they will not share their password or their child's learning journey with anyone else except their family. Parents are also asked to agree to their child being in other children's photos/videos if they are happy to do so within the agreement

#### **Staff Online Agreement:**

All staff are asked to sign an agreement, prior to their key children's learning journeys going live, that they have checked all observations for accuracy as well as photos/videos against parental consent.

**Date: 01.01.18**

**Review date: 01.01.19**



### **33. Needle Stick Policy**

When administering Epi-pen staff are required to wear protective gloves as set down within the good practice guidelines. Only staff who are trained may administer the Epi-pen.

If at any stage the Epi-Pen becomes in contact with a members of staff's skin they would be sent straight away to A&E for blood test. They should follow medical advice thereafter in relation to their ability to continue functioning in normal duties and time scale for results. Any such occurrence would necessitate on an incident form.

Before administering an Epi-Pen staff will have completed a paediatric first aid course as well as specific Epi-Pen training.

**Date: 01.01.18**

**Review date: 01.01.19**

### **34. Non-Collection of a Child Policy**

The nursery obviously has an obligation to stay with any uncollected child at the end of the day, until that child is collected.

If a child has not been collected at the end of a session / day then the following procedure will be followed:

- The child would be allocated to a member of staff, who would ensure their safety whilst in the nursery's care. Two members of staff would stay in the building at all times until the child is collected.
- The nursery would try to make contact with the child's main carer by telephone.
- The nursery would then try to contact people from the child's emergency contact list.
- If after 45 minutes the parent / carer has not come to collect the said child, and no contact has been made, the person in charge would contact Social Services.

The nursery must not release the child to an unauthorized person, even if the collection is late, unless an authorized person telephones to state that because of an emergency a different person will be collecting. The authorized person should give the name and a password for the unauthorized person and this should be checked before permitting the child to leave the premises.

In the event that a child is not collected by the due time on several occasions within a month the parent will be approached and this matter discussed by the manager or the deputy in charge, pointing out the difficulties late collections can cause the nursery.

If this matter persists, parents will be informed that their child can no longer attend nursery due to the hours of business not being adhered to.

**Date: 01.01.18**

**Review date: 01.01.19**

## **35. Outings Policy**

### **Procedures**

- Written permission must be obtained from all parents prior to the outing.
- Staff ratios are normally to be maintained at 1:2 or 1:3 for children in triple buggies. However, for children over 3, if the Room Leader or 2<sup>nd</sup> In Charge deems a child over 3 as being responsible the ratio for 3+ year olds may be 1:3 with the responsible child holding another child's hand or a buggy as long as the responsible 3+ year old remains on the inside of the pavement (i.e. away from the road) at all times. All other children who are walking must adhere to the 1:2 ratio. A member of the Management Team (Manager; Deputy Manager; Assistant Manager), a Room Leader or 2<sup>nd</sup> In Charge must be present on a walk. Additionally, where possible parents are encouraged to participate, and will be responsible for their own children, allowing the other staff to concentrate on looking after the rest of the children.
- A first aider must be present and a suitable first aid box must be taken.
- Copies of contact numbers, allergies, etc. must also be taken.
- The children must be counted before the trip and at ongoing intervals throughout the outing.
- A register with all the names of the children and staff attending the trip must also be taken and marked off at the beginning and end of the trip. If the group is split into sub-groups a designated person in charge must be assigned and that person is responsible for counting the staff and children at regular intervals.
- At least one member of staff must carry a mobile phone in case of emergencies.
- Toilet facilities must be provided for all children at regular intervals.
- Food and drink must be provided at similar times to those in the nursery and additional drinks should be offered if the weather is warm or if energetic exercise is part of the activity.
- Meeting points and times must be pre arranged and adhered to.
- Transport must be fully insured and all seats must have appropriate safety harnesses. The maximum seat capacity of the vehicle must not be exceeded. There must also be the correct staff ratios to children when travelling.
- There must be sufficient spare clothing for children.
- A risk assessment must be carried out prior to the outing.

**Date: 01.01.18**

**Review date: 01.01.19**

### **36. Partnership with Parents Policy**

The nursery recognizes that working in partnership with parents is of major value and importance to the nursery to enable us to provide a happy, caring and stable environment for all children and their parents. We aim to form a good relationship with parents so that information regarding their children be it developmental, health related or social staff and parents can exchange it, easily and comfortably.

**The list below shows the ways in which we will try to achieved a strong working partnership with parents:**

- The Manager or the Deputy Manager in charge will always be available for discussion with parents. Arrangements can be made for more private discussions at agreed times should it be required.
- Information provided by parents about their child/ren will be kept confidential and on a strictly need to know basis.
- Information regarding the children's activities throughout the day is always available for parents on a daily basis either by verbal communication or in the child's daily diary.
- Activity plans will be on display, within the rooms or just outside, for the parents to view/read.
- Newsletters will be issued to keep parents up to date with information about the nursery, e.g. new developments or staff changes etc.
- If we have any concerns about a child's well being during the day every effort will be made to contact the parents or their emergency contact number.
- Parents are requested to keep us informed of any changes to personal circumstances which may have an effect upon the child, e.g. change of address, telephone number, doctor, emergency contact number.
- Parents are also requested to keep us informed of any circumstances which could have an effect on a child's emotional well being, e.g. bereavement, separation or illness in the family.
- There is a notice board on which more immediate items of information can be displayed along with statutory notices.
- We give out regular questionnaires in order to obtain feedback to continue to improve our provision.
- We have a parent forum which entails half-termly meetings to discuss the nursery and future developments. This is also an opportunity for parents to put forward suggestions as to how we could improve our practice.
- The nursery representative is Wallis Harley.

**Date: 01.01.18**

**Review date: 01.01.19**

### **37. Parent Information Policy**

Through both the completion of the registration forms, and through regular discussions with parents, we seek to gain information from parent/carers.

We recognize that just as children change, so do family circumstances and family views, and therefore we aim to discuss and listen to parents/carers as often as possible.

We are able to keep in regular contact with parents through:

- Daily diaries.
- Term progress reports for all children through parent's evening's
- Daily parent/carer contact on how the child's been etc.
- Newsletters
- Email mail out

The parent/carer will be informed that any relevant information or discussions may be recorded on the child's registration forms.

To ensure that all our records are up to date we will have regular discussions with parents, covering the following information:

- Any special dietary requirements or amendments.
- Any skin or allergy issues.
- Any special words that the child responds to, or has special meaning to the child.
- The child's sleep routine, and any problems the child has with sleep.
- Family members' names and names used by the child.
- Any changes in circumstances at home.
- Health and medical issues, including recent illnesses.
- Generally any difficulties or concerns.
- If a child has dietary requirements or allergies a Care Plan must be completed.

**Date: 01.01.18**

**Review date: 01.01.19**

### **38. Play Policy**

The nursery understands that play is something that a child enjoys the most. A child's play has a purpose and is a step towards the learning and understanding of valuable skills. It can help a child fit into their environment, physically, intellectually, emotionally and socially, and grow into a healthy and competent individual.

We will provide children with a stimulating environment, where playing and learning goes hand in hand. A varied selection of activities will be provided throughout the day, incorporating both indoor and outdoor activities.

Consideration will be taken to ensure that provision is made for all children.

#### **Messy play**

A large variety of different mediums will be made available, such as, corn flour, jelly, dough and spaghetti etc. These will provide different tactile experiences and will encourage expressive language.

#### **Sand and water**

These will be made available on a regular basis; they provide the opportunities to experience scientific and mathematical concepts as well as encouraging social and communication development.

#### **Creative activities**

Activities such as painting, sticking, chalking and modelling will be made regularly available. Additional activities such as ring games; lotto and snap will encourage conversations and social skills, i.e. turn taking and sharing.

#### **Imaginative play**

The nursery recognizes the importance of imaginative play to children and will aim to provide rich opportunities to broaden the imagination. These will include dolls and accessories, road maps and cars, trains, dressing up clothes and the home corner. There is also a collection of construction toys which additionally encourage hand/eye coordination, counting and sorting etc.

#### **Physical play**

Tunnels, balls, tricycles, hoops, climbing apparatus etc. are also provided.

#### **Books**

A variety of books are readily available for children to look at and read, both under supervision and alone. The children will be read to as a group each day.

#### **Additional equipment**

An iPod, computer and musical instruments will be available so that in addition to hearing and responding to music, children will be encouraged to think about how sounds are made.

We have signed the declaration of support for Buckinghamshire's play and recreation policy for children and young people. We understand the importance of play for young children. For further information about this policy please ask.

**Date: 01.01.18**

**Review date: 01.01.19**

## 39. Physical Intervention Policy

### **Physical Intervention Policy**

At Brindley House Childcare Centre, children's behaviour is managed effectively and in a positive manner that is appropriate for their stage of development and particular individual needs. In accordance with the requirements set out by the Early Years Foundation Stage, the staff will not use, or threaten to use, physical/corporal punishments or any form of punishment which could have an adverse impact on the child's well-being. The Setting will also ensure it has an effective behaviour management policy in place which will be adhered to by all members of staff.

**Definitions of Physical Intervention:** Physical intervention means giving guidance to children (such as showing them how to hold a paintbrush, or when climbing), providing emotional support (such as placing an arm around a child when they are distressed) and finally physical care (such as providing first aid or toileting).

**Definition of Restrictive Physical Intervention:** This is when a staff member 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 staff member's body rather than mechanical or environmental methods.

Brindley House Childcare Centre recognises that Physical Intervention should only be used in the context of a well-established and well implemented positive framework. Restrictive physical intervention can be justified when someone is injuring themselves or others, someone is damaging property or there is suspicion that although injury, damage or other crime that has not yet happened or is about to happen.

The following constitutes what types of restrictive physical intervention is acceptable:

- Aim for side-by-side contact with the child, avoid positioning themselves in front (to reduce the risk of being kicked) or behind (to reduce the risk of allegations of sexual misconduct).
- Aim for no gaps between the adult's and child's body where they are side by side, this minimises the risk of impact and damage.
- The adult should keep their back as straight as possible.
- Beware in particular head positioning, to avoid head butts from the child.
- Hold children by "long" bones, i.e. avoid grasping at joints where pain and damage are most likely.
- Ensure that there is no restriction to the child's ability to breathe, in particular this means avoiding holding a child around the chest cavity or stomach.
- Avoid lifting children.

Physical intervention will only be used within the setting to prevent a child's behaviour causing injury/risk to themselves, injury to another child, and injury to an adult or causing serious damage to property. If there is ever an occasion where physical intervention is needed to manage a child's behaviour it will be reported and recorded and the parents will be informed at the end of the day. In addition to having a behaviour management policy in place, Brindley House Childcare Centre also has a named practitioner who is responsible for behaviour management issues. This person is supported by the Early Years and Childcare Service in acquiring skills that will enable him/her to support other staff and access expert advice if normal behaviour management techniques are not effective with a particular child. If restrictive physical intervention has to be applied, after the event happens a record will be made and the staff will make every effort to support the child after the incident and try and establish the reasons why the child needed a physical intervention.

The behaviour management officer, the child's key carer and the parents/carers will review the child's behaviour so that the risk of needing to use restrictive intervention again is reduced.

**Physical Risk and Incidents:**

- We will only use physical restraint, such as holding, when it is clear a child is at risk of serious harm to themselves or others and/or there is a risk of serious damage to property.
- Where physical intervention is used to manage a child's behaviour the incident will be recorded and the child's parents will be informed on the same day.

**Date: 01.01.18**

**Review date: 01.01.19**



#### 40. Promoting Positive Behaviour

EYFS: 3.2, 3.52, 3.53

At Brindley House we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times. Brindley House provides an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and that of others around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- Have a named person who has overall responsibility for behaviour management.

**The named person is Noreen Akhtar** for managing behaviour will:

- Advise other staff on behaviour issues
- Along with each room leader and management team keep up to date with legislation and research
- Support changes to policies and procedures in the nursery
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

Our nursery rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who behave inappropriately, for example by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child. To help support children we would also use the ABC approach to observe them and look for triggers in behaviour. This would enable the team to see if the routine needed changing or there were things in the practice that could be adapted.

**When children behave in unacceptable ways:**

- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking
- We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- We recognise that there may be times where children may have regular occasions where they lose control and may need individual techniques to restrain them. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents
- We do not single out children or humiliate them in any way. Where children use unacceptable behaviour they will, wherever possible, be re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff will not raise their voices (other than to keep children safe)
- In any case of misbehaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide how to handle a particular type of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate
- We help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with inappropriate behaviour in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the nursery. In some cases we may request additional advice and support from other professionals, such as an educational psychologist
- We support children in developing non-aggressive strategies to enable them to express their feelings
- We keep confidential records on any inappropriate behaviour that has taken place. We inform parents and ask them to read and sign any incidents concerning their child
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions we will implement an individual behaviour modification plan where a child's behaviour involves aggressive actions towards other children and staff, for

example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances we may remove a child from an area until they have calmed down.

### **Anti-bullying**

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years.

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

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

At our nursery, staff follow the procedure below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children are helped to understand that using aggression, to get things, is inappropriate and they will be encouraged to resolve problems in other ways
- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors or out
- Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour
- We will ensure that this policy is available for staff and parents and it will be actively publicised at least once a year to parents and staff.
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence.

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop as responsible members of society.

Strategies to promote Positive Behaviour:

Staff will:

- Use positive language when interacting with all adults and children.
- Consider children's ages and stages of development when identifying and implementing strategies to manage behaviour.
- Involve children fully in the decisions that affect their daily lives. This is done by tuning into their feelings and behaviours as well as their voices e.g. supporting children to develop golden rules for their setting.
- Ensure that, where reasonable, there are enough popular toys, resources and sufficient activities available so that all children are meaningfully occupied.

- Praise and celebrate considerate and positive behaviours such as kindness or willingness to share by giving public praise, sharing achievements with parents, stickers, etc.
- Ensure children understand it is their behaviour and not the child as an individual that is unacceptable (i.e. *kicking* is unkind and not the child that is unkind for kicking).
- Ensure adult attention is given in response to positive behaviour and that attention is never used to reward negative behaviour e.g. ensure attention is given to the child who has been bitten and not the biter.
- Recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, which commonly present as tantrums, biting or snatching. Therefore staff will respond calmly and sensitively when helping young children to manage these feelings.
- Focus on ensuring a child's attachment figure in the setting, their key person, builds a strong relationship to provide security for the child (see *Settling in Policy*).
- Work in partnership with parents and carers to identify and together resolve any underlying causes for negative behaviour (see *Partnership with Parents Policy*).
- Recognise that in some cases a child's special educational need may affect their behaviour; where this is apparent staff will liaise with the Inclusion Team and implement the graduated response in line with the *Special educational needs and disability code of practice: 0 to 25 years (January 2015)*.
- Recognise that it is normal for young children to explore aggression through their play and that such play offers healthy opportunities to support personal, social and emotional development and explore conflict resolution.
- Help children to understand the effect their behaviour has on other children and adults; we do not force children to say sorry, but encourage children to apologise for their actions in a range of ways e.g. a hug, fetching a tissue for a crying child, sharing a toy. We ensure that this behaviour is modelled by all adults in the setting.
- Recognise that a consistent and planned approach is critical to effective behaviour management. Consistency among staff will ensure that children understand and respect the positive expectations set for behaviour within our setting.
- When addressing behaviour concerns we will always:
- Seek information from parents/carers and discuss with them behaviour issues, strategies and actions to promote positive behaviour, as concerns arise.
- With parental advice, we will seek advice as necessary from other agencies, particular the Early Years and Childcare Service (EYCS) Inclusion Team.
- If a child's behaviour is persistently challenging and presents a significant and consistent risk to themselves or others, we may discuss with parents/carers the possibility of keeping the child at home for a short period. This will allow time for staff and parents/carers to make reasonable adjustments to manage the child's behaviour in accordance with the Disability Discrimination Act. We will consult the EYCS Inclusion Team before taking this action. We will consider fully the views of the parents/carers and child on developing approaches and strategies to manage the child's behaviour and plan for the child's return to our setting.
- We will not accept and will actively challenge any adults in the setting who:
- Use negative labels such as 'naughty' or 'silly'.
- Use physical punishment, such as smacking or shaking and so far as it is reasonably practical, staff shall ensure that physical punishment is not given to any child by any person who cares for or who is in regular contact with children or any person living or working on the premises
- Use approaches intended to single out and humiliate children.
- Shout or use raised voices in a threatening way in response to children's negative behaviour.

**Date: 01.01.18**

**Review date: 01.01.19**

#### **41. Quality Management Policy**

Brindley House Childcare Centre works hard to provide a high standard of quality of care at all times.

The manager regularly updates information to make sure everything is accurate and relevant.

We hold standardization meetings to make sure all staff are working to the same standard.

Every month a self evaluation is carried out and action plans derived from there to ensure the quality of the service we provide.

Every 6 months we carry out an internal review of our services and in every room have a look at how the staff works with the children and we all review practices.

**Date: 01.01.18**

**Review date: 01.01.19**

## **42. Race Relations Policy**

### **Aim:**

As an employer we comply with the Race Relations Act 1976, as amended by Race Relations (Amendment) Act 2000 and accordingly our practice is not to treat one group of people less favorably than others because of their colour, race, nationality, ethnic origin or any disability that would affect their ability to carry out the tasks associated with this service in relation to decisions to recruit, train or promote employees.

**Date: 01.01.18**

**Review date: 01.01.19**

### **43. Risk Assessment Policy**

At Brindley House Childcare centre we carry out daily risk assessments to ensure the safety of the equipment and resources children will be playing with and also the environment they will be exploring.

Each room has a room risk assessment that is carried out morning and afternoon and all are recorded in room risk assessment files.

A garden risk assessment is completed morning and afternoon stating the equipment out and that the garden is fit for purpose. This is located in the baby garden as this is the entrance to the garden.

There is a general risk assessment that is completed daily on the communal aspects of the nursery; this is located in the office.

There is an outings risk assessment that is completed before any staff leave the nursery to go on an outing with the children.

Any equipment or areas identified as hazardous or that need fixing are noted down and removed from the room until they have been fixed or it has been resolved.

On a annual basis there is a full risk assessment carried out looking at health and safety, and security.

**Date: 01.01.18**

**Review Date: 01.01.19**

#### **44. Safeguarding and Child Protection Policy**

Students and staff are in daily contact with children and may be the first to notice changes in a child's behaviour or possible evidence of physical abuse. All those who have contact with children have a duty to act in accordance with the provisions of the Children Acts 1989 and 2004, which gives paramount importance to the welfare of the child.

It is essential all staff are also aware of and understand the content of "Working Together to Safeguard Children" Statutory Guidance (March 2015). This focuses on core legal requirements. The guidance publication "What to do if you're worried a child is being abused: advice for practitioners" (March 2015) has been produced to help practitioners identify child abuse and what action to take in response to this. Everyone must be aware of this document as well.

Early years providers have a duty under section 40 of the Childcare Act 2006 to comply with the welfare requirements of the Early Years Foundation Stage 2014. Early years providers should ensure that:

- Staff complete safeguarding training that enables them to recognise signs of potential abuse and neglect.
- They have a practitioner who is designated to take lead responsibility for safeguarding children within each early years setting and who should liaise with local statutory children's services agencies as appropriate. This lead practitioner should also complete child protection training.

"A practitioner must be designated to take lead responsibility for safeguarding children in every setting."

"The lead practitioner must attend a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect.

#### **Designated safeguarding lead**

The designated safeguarding lead for Brindley House Childcare Centre is Rebecca Young. The designated lead has responsibility to manage and oversee all child protection and safeguarding concerns in the setting to ensure everything is dealt with correctly. If Rebecca is unavailable or you have concerns about Rebecca then the staff must go to the 2<sup>nd</sup> designated lead who is Jaimie Timberlake or the 3<sup>rd</sup> designated lead who is Sarah Fahey.

If there are concerns regarding Jaimie Timberlake you must report this to Sarah Fahey. If there are concerns regarding Sarah Fahey or Andrew Bain, directors of the company, then this must be reported directly to Ofsted and the Local Authority Designated Officer (LADO).

**All signs of abuse, details of the child's disclosure of abuse, anxieties about the family must be reported and recorded.**

**It is a statutory duty that First Response and Ofsted are informed of any allegations against you or anyone in or involved with the nursery or if you have any concerns that a child is at risk of harm regardless of where the alleged incident is committed. In addition you have a duty to refer any other person where the allegation relates to harm or abuse occurring on the childcare premises.**



All members of staff should be aware of the possible indications of abuse or neglect and of the procedure for dealing with suspected abuse. All staff have the relevant training when they start and regular updates to ensure everyone is aware of the indications and know what to do. Each member of staff has a duty to safeguard and promote the welfare of all children in their care. Staff are also aware that all childcare protection matters are confidential and shared with the appropriate people on a need to know basis. All staff are aware that they must report any concerns to the designated safeguarding lead who will then make a referral as appropriate. If the member of staff is not happy that the designated lead is taking appropriate action they can challenge this or refer it to First Response/ Ofsted / the local authority or other professionals as appropriate depending on the incident or concern.

## **Definitions**

**Non-accidental injuries** involve someone deliberately harming a child. There are five categories of abuse:

### **Children**

A child is defined as anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.

Safeguarding and promoting the welfare of children. Defined for the purposes of this guidance as:

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

### **Child protection**

Child protection is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

### **Abuse**

Abuse is a form of the maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

### **Physical abuse**

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### **Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child sexual exploitation is a form of abuse in which young children are tricked or pressured into taking part in sexual activity in return for something.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers).
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **At Risk of being drawn into terrorism or radicalisation"**

- need to support the fundamental british values and ensure these are embedded throughout the setting
- Watch for behaviour or language that causes concern
- Promote equality and diversity
- Ensure all language from staff and children and parents is appropriate.

Concerns in this area need to be treated the same way as other concerns are and reported appropriately.

See Prevent Duty in the Buckinghamshire County Council Safeguarding/Child Protection Information & Guidance for Childcare Providers below.

### **Peer on peer abuse**

We understand that some children and adults are more vulnerable to physical, sexual, emotional bullying and abuse by their peers. This kind of abuse is taken as seriously as abuse perpetrated by an adult towards a child. Children and staff are protected and helped to keep themselves safe from bullying and any form of discrimination. Any discriminatory behaviour is challenged and the ethos of the setting is to treat everyone with respect.

### **Female Genital Mutilation (FGM)**

FGM of girls is a collective term for a range of procedures which involve partial or total removal of the external female genitalia for non medical reasons. It is extremely painful and has serious health consequences and is considered as child abuse. Culture and beliefs are not an excuse for child abuse. Safeguarding children applies to children from all cultural backgrounds.

### **Young Carers**

Young carers are children and young people who assume important caring responsibilities for parents or siblings, who are disabled, have physical or mental ill health problems, or misuse drugs or alcohol.

### **Vulnerable Groups**

Practitioners need to be aware that children from vulnerable groups, such as babies who cannot vocalise themselves, or disable children, need extra vigilance and awareness from the carers.

There can be an increased risk due to prejudice, discrimination, social exclusion and communication issues.

### **Guidelines on handling a disclosure**

If a child discloses to you what has happened it needs to be dealt with carefully, balancing the need to pass the information on with the desire to retain the child's trust. It is also important to avoid children having to repeat their story to too many different people. This is not only traumatic for the child, but can also result in evidence being inadmissible because it can be alleged that the child has been led to make allegations which are not true. Care also needs to be taken not to make promises to a child; either about not passing on the information, or about the action that will result.

The basic principles to adhere to are:

- Stay calm and listen to the child rather than directly question him or her, keeping an open mind.
- Never stop a child who is freely recalling significant events.
- Do not promise to keep it a secret.
- Allow the child to speak but do not pressurize or question the child.
- Be comforting and praise the child for telling you.
- Take notes but only if the child is happy for you to do so. Write exactly what has been said, including timing, setting and personnel as well as what was said. Record all subsequent events up to the time of the substantive interview.
- Do not make assumptions about whom the allegations might concern. If a member of staff is accused of abuse they will immediately be suspended, pending a full investigation. That

member of staff will be on full pay. We as a nursery take every step to ensure the safety of all children in our care.

- Inform the Designated Safeguarding Lead; you may speak to your Room Leader for advice about your concern if you do not feel confident about going straight to the Safeguarding Officer.

### **What if abuse is merely suspected?**

The designated lead should always be informed, even if abuse is merely suspected. It is the responsibility of the designated safeguarding lead to pass on these concerns promptly to the appropriate professionals i.e. notify first response (see Help Lines below). The designated lead will also refer to the threshold document to ascertain the level they feel the family is on as this information will be required by first response.

### **Subsequent Action**

Following such a referral, social care, Ofsted and the Police will undertake enquiries. Staff may be required to provide statements and attend an Initial Child Protection Conference.

### **Confidentiality**

The nursery has the right to share any information regarding child protection with other childcare professionals. All information will be kept confidential.

### **Parents**

Parents must always be kept informed about a referral unless there has been a formal decision that to do so would place others at risk or that involving parents could jeopardise further action in respect of child protection.

In all cases, as a professional nursery, if we have concerns, or if a child tells us that they have been abused, it is not an option to do nothing, we will always seek advice.

### **Allegations about staff**

If an allegation or a concern is made about a member of staff it will be fully investigated and the person dealing with the allegation or concern will treat it seriously keeping an open mind.

- The person will investigate immediate medical care where appropriate (ie. First aid).
- They will offer reassurance that the information will only be shared on a 'need to know' basis.
- A written record will be made of the information (where possible using the child/adult's actual words), including time, date and place of incident(s), person present and what was said.
- Sign and date the written record immediately and report the matter to the designated safeguarding lead, or deputy in his/her absence or where the deputy safeguarding lead (DSL) is the subject of the allegation.

S/he should not:

- Investigate or ask leading questions, if seeking clarification.
- Make assumptions or offer alternative explanations.
- Promise complete confidentiality.

Once informed of the allegation/concern the designated safeguarding lead will:

- Obtain written details of the concern/allegation, signed and dated by the person receiving (not the child/adult making the allegation).

- Countersign and date the written details.
- Record any information about times, dates and location of alleged incident(s) and names of any potential witnesses.
- Record discussion about the child and/or member of staff, any decisions made, and the reasons for those decisions.

The designated safeguarding lead must report to the **LADO (Local Area Designated Officer)** **within 1 working day**; allegations of serious harm or abuse by a person on the premises or staff must also be reported to Ofsted within 14 days. Referral should not be delayed in order to gather further information. As soon as possible after an allegation is made, the parents or carers should be informed. Where possible, advice should be sought from the LADO in advance on how this should be managed. The LADO should also be consulted about how and when the accused member of staff is to be informed of the allegation. If sharing the information with the member of staff will not impede or undermine any subsequent investigation, there should be no delay in doing so. If the allegation is about the safeguarding lead the 2<sup>nd</sup> designated lead will take the lead of the situation. If the concern is about the 1<sup>st</sup> and 2<sup>nd</sup> designated leads the 3<sup>rd</sup> designated lead will take the lead.

The member of staff will be suspended in any case where they:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.
- There is cause to suspect a child is at risk of significant harm.
- The allegation warrants investigation by the police.
- The allegations is so serious that it might be grounds for dismissal.

If the allegation against a staff member is founded Ofsted must be notified as soon as possible but, within 14 days, and also DBS must be notified.

## **How we Safeguard Children**

### Safer recruitment:

Children's safety and protection is always our first priority and is of paramount importance to us therefore, when recruiting staff, we have a thorough process that we go through. First, when the company has staff vacancies we either recruit them via an agency, through advertisements or through recommendations via existing staff with the settings. When advertising for potential staff we make it very clear in the advertisement that we take safeguarding and child protection very seriously. After an interview has been arranged we will either send out a letter of confirmation along with a detailed application form along with the safeguarding policy or it will be handed to the candidate on or before the interview (this will depend on the time span between the initial arrangement of the interview and the interview itself). The candidate will be interviewed by the Managing Director and a Nursery Manager from both Beaconsfield sites, or someone from the Senior Management Team. The Managing Director will ask the candidate detailed questions about their suitability for the role and their employment history, also challenging them if there are any gaps in their employment. Following an interview and a walk around the nursery the candidate will have a stay and play session in one of the nursery rooms where the staff in the room will supervise them fully and provide feedback to the managers on how they worked with the children. Ideally this is the same time as the interview or as close to after, depending on candidates availability. If the company decides that they want to employ the candidate they will send out a job offer to the

person pending two references (one being from their most recent employment). Before the candidate commences their employment the following checks will be undertaken:

- The candidate must have a satisfactory DBS check which is enhanced with list checks (Disclosure and Barring Service Check) before their employment commences.
- Two references.
- Proof of essential qualifications and registration.
- Ofsted approval where relevant.
- Proof of identity (via the production of documents on an approved list).
- Proof of the right to work in the UK (via the production of documents on an approved list).

If an employee provides false information, then their continuing employment is at risk.

Once all this information has been received the member of staff will start and they will receive a full induction covering training such as safeguarding children, health and safety, manual handling, training on the Early Years Foundation Stage etc. "The DBS searches police records and, in relevant cases, barred list information and then issues a DBS certificate to the applicant and employer to help them make an informed recruitment decision." (*Disclosure and Barring Service 2012*)

#### Open culture:

We have an open culture policy so if any staff have any concerns they can tell a senior member of staff with the knowledge it will be fully investigated.

#### Whistle blowing:

All staff are encouraged to voice concerns about the attitude or actions of colleagues. If a member of staff believes that a reported allegation or concern is not being dealt with appropriately by their organisation, s/he should report the matter to the LADO. (Please refer to the whistle blowing policy for further information).

#### Professional relationships:

Staff are empowered to report any matters of concern and should know who to contact. Familiarisation or blurred boundaries of friendship amongst all adults is discouraged. Staff need to ensure their behaviour does not inadvertently leave them open to allegations of abuse. They need to treat all children with respect and, as far as possible for their own safety and protection, not be left alone with a child. Where this is not possible it is good practice to ensure others are in earshot and the door is left open.

Informing parents: Parents must always be kept informed about a referral unless there has been a formal decision that to do so would place others at risk or that involving parents could jeopardise further action in respect of child protection.

In all cases, as a professional nursery, if we have concerns, or if a child tells us that they have been abused, it is not an option to do nothing, we will always seek advice.

If a member of staff believes that there is a child protection issue and a child is at risk, they will refer even if the parent/ carer says no, the child's welfare overrides parents' views. (1989 Act-children's rights and parents have responsibilities)

#### Staff supervision:

All staff are closely supervised with formal structures in place to ensure any concern is discussed. All roles are clearly defined and understood (please refer to the supervision policy).

### Training:

All members of staff receive full in-house induction training on safeguarding when they start; they also complete FGM, Prevent and Channel Awareness online training within 6 weeks of employment commencing; and they then attend safeguarding children workshops, which are for half a day, teaching them about recognising the signs of possible abuse and neglect, as soon as practically possible, but no later than within 6 months of joining the company. The designated leads receive all of the above training and they also go on a full day training course which is 'safeguarding children for the designated lead'. The primary, secondary and third designated leads will undertake update training every two years and all other members of staff will undertake update safeguarding training three yearly or sooner if deemed necessary. On an annual basis the management team will undertake a refresher on safeguarding through the local authority. Safeguarding will also be discussed at each staff meeting, as an agenda item to discuss updates relating to safeguarding or to have a quiz or talk about how to identify the signs and symptoms. This will ensure all staffs' knowledge is up to date. The Buckinghamshire Safeguarding Children board have a lot of information on procedures to follow and give guidance and allow for training opportunities. Their website ([www.bucks-iscb.org.uk](http://www.bucks-iscb.org.uk)) is regularly reviewed and updated.

### Child Protection Records:

Child protection records will be kept separate from all other records relating to that child. They will be kept in a locked cabinet and the designated safeguarding officer will have access to this cabinet; in their absence the secondary or third designated officer will have access.

### Information Sharing:

If a child leaves the setting and we have historical information (in relation to safeguarding) regarding the child we have a duty to pass it on to the new setting/ school or county.

### Awareness:

We teach the children to be aware of the world around them, the staff teach the children about protecting themselves and what is okay behaviour from other adults and children and what is not. This is done in a child orientated way that the children understand and do not feel scared or anxious. This will empower the children to have the confidence to speak out if they feel that something they have experienced is not right.

### E-Safety:

We teach children internet safety, ensure that we have security on our laptops/computers and that we monitor what children access so that children are not exposed to harmful or inappropriate material online. Please refer to the website [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) for further information.

## Help Lines

### **Bucks CC - First Response:**

Launched on 1<sup>st</sup> August 2012, First Response is a single point of contact for Buckinghamshire's Children Social Care

This new service replaces the existing contact for:

- Referrals North & South;
- CWD Duty;
- SIET.

Phone: 0845 4600 001/ Ext:3963

Out of hours: 0800 9997 677

Email: [secure-cypfirstresponse@buckscc.gcsx.gov.uk](mailto:secure-cypfirstresponse@buckscc.gcsx.gov.uk)

**Ofsted: 0300 123 1231**

(must know within 14 days, however would prefer within 24 hours)

**NSPCC: 0808 800 5000**

**Social Services Care line: 0800 137 915**

**Staff allegations- Local Authority Designated Officer (LADO): 01296 387663**

(Must phone within 24 hours)

**EYC- Jane Nicholls: 01296 383179**

**Alison Terry: 01296 387147**

**Revised and enhanced ID checking guidelines (effective from 28/5/12):**

[www.gov.uk/government/organisations/disclosure-and-barring-service](http://www.gov.uk/government/organisations/disclosure-and-barring-service)

**Working Together to Safeguard Children 2013 (effective from April 2013)**

[www.education.gov.uk/publications/standards/publicationdetail/page1/df0030-2013](http://www.education.gov.uk/publications/standards/publicationdetail/page1/df0030-2013))

**Buckinghamshire Safeguarding Children Board:**

[www.bucks-iscb.org.uk](http://www.bucks-iscb.org.uk)

**Family Resilience Service:**

**Tel: 0845 4600 300**

**Email: [familyresilienceservice@buckscc.gov.uk](mailto:familyresilienceservice@buckscc.gov.uk)**

This policy is in conjunction with Bucks County Council Safeguarding/Child Protection Information & Guidance for Childcare Providers. BSCB advice and guidance has been used to write this policy.

This policy is reviewed annually or as frequently as required if legislation changes.

**Date: 01.01.18**

**Review date: 01.01.19**



**Buckinghamshire County Council**  
Early Years & Childcare  
May 2017

**SAFEGUARDING / CHILD PROTECTION**  
Information & Guidance for Childcare Providers

This document provides important information and guidance that can support all providers of early education, childcare and home based childcare (referred to as 'providers', unless requirements differ and only apply to one type of provider in which case this will be specified) in meeting their responsibilities for safeguarding children.

This information was correct at the date of publication.

As a provider you have a critical part to play in safeguarding children and young people. Providers arguably serve the most vulnerable and impressionable members of society. It is essential that all staff/volunteers working directly with children are aware of and understand the content of:

[\*Working Together to Safeguard Children - March 2015\*](#)

Developed to help professionals understand what they need to do, and what they can expect of one another, to safeguard children. It focuses on core legal requirements, making it clear what individuals and organisation's should do to keep children safe.

[\*What to do if you're worried a child is being abused - advice for practitioners March 2015\*](#)

Produced to help practitioners identify child abuse and neglect and take appropriate action in response.

[\*Early Years Foundation Stage \(EYFS\) April 2017\*](#)

Sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. The safeguarding and welfare requirements explain what early years providers must do to: safeguard children and ensure the suitability of adults who have contact with children.



**It is essential that all providers refer to the statutory framework for the Early Years Register and requirements of the Childcare Register to ensure they meet the appropriate minimum registration requirements.**

Providers must have regard to the Prevent Duty guidance for England and Wales 2015. In order to fulfil this duty and meet Ofsted requirements as set out within [Inspecting Safeguarding in early years, education and skills](#) it is essential that staff have due regard to the need to prevent people from being drawn into terrorism and are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of a providers wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. neglect, sexual exploitation).

As a provider you will be required to demonstrate activity in the following areas:

- Protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- Training which gives staff the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- Children are kept safe from terrorist and extremist material when accessing the internet.
- Safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.

Providers are expected to assess the risk of children being drawn into terrorism. There is no single way of identifying an individual who is susceptible to terrorist ideology but staff should be alert to changes in children's behaviour and be aware of the increased risk of online radicalisation.

Clear procedures must be in place for protecting children at risk of radicalisation. It isn't necessary to have separate prevent duty policies; however these procedures must be included within existing safeguarding policies.

Staff are encouraged to complete [Prevent Awareness training](#) to support them in identifying children at risk of being drawn into terrorism and to challenge extremist ideas and know what procedures they must follow to support those at risk.

A [free online training module](#) on Channel is also available. Channel is a programme which provides support from an early stage to those who are identified as being vulnerable to being drawn into terrorism. The guidance states that providers must contact the Channel programme however in Buckinghamshire the method for this is via First Response.

In addition to the introduction of The Prevent Duty, [the Common Inspection framework; education, skills and early years](#) and the EYFS places a requirement on providers to actively promote British Values.

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



- Democracy: making decisions together, for example giving opportunities to develop enquiring minds in an atmosphere where questions are valued.
  - Rule of law: understanding rules matter as cited in Personal Social and Emotional development for example collaborating with children to create rules and codes of behaviour.
  - Individual liberty: freedom for all, for example reflecting on their differences and understanding we are free to have different opinions
- Mutual respect and tolerance: treat others as you want to be treated, for example sharing and respecting other's opinions.  
It also highlights clearly what is not acceptable, for example, failure to challenge gender stereotypes and routinely segregating girls and boys.

Foundations Years have produced a helpful [guide](#) that gives examples of what the promotion of Fundamental British Values means in practice.



## **Buckinghamshire Safeguarding Children Board (BSCB)**

The *Buckinghamshire Safeguarding Children Board (BSCB)* is a statutory body established under the Children Act 2004. It is independently chaired and consists of senior representatives from the key agencies and bodies which have regular contact with children and young people or responsibility for services to them.

The statutory objectives of the BSCB are to:

- Coordinate local arrangements to safeguarding and promote the welfare of children
- Ensure that these arrangements are effective

The BSCB and Early Years and Childcare Commissioning Team (EYC) provide guidance to support providers in meeting their legislative and moral responsibilities. This guidance has been produced to aid the development, implementation, monitoring and evaluation of safeguarding policies and procedures. It can also support induction, training and performance management of staff.

**Please note the BSCB is a strategic body, it is not operational and must not be contacted if you have concerns regarding children in your care.**



## What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

The following definitions are from [Working Together to Safeguard Children - March 2015](#), page 92.

**Physical abuse** - A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse** – The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Sexual abuse** - Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children

**Neglect** - The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;



- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Child Sexual Exploitation\*** - is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

**Domestic Violence\*** - any incident or pattern of incidents of controlling (is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of means needed for independence, resistance and escape and regulating their everyday behaviour), coercive, threatening behaviour (an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim), violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

**Female genital mutilation (FGM)\*** – a collective term for a range of procedures which involve partial or total removal of the external female genitalia for non-medical reasons. It is sometimes referred to as female circumcision, or female genital cutting. The practice is medically unnecessary, is extremely painful and has serious health consequences, both at the time when the mutilation is carried out, and in later life.

FGM is against the law in the UK and an FGM duty came into force on 31 October 2015 which gives relevant professionals and the police information on the mandatory reporting duty.

**Safeguarding action may also be needed to protect children and learners from:\***

- bullying, including online bullying and prejudice-based bullying
- peer on peer abuse
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example 'sexting' and accessing pornography
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity



and youth violence

- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children

Plus other issues not listed here but that pose a risk to children, young people and vulnerable adults.

*\* Please note that these definitions are **not** taken from the 'Working Together to Safeguard Children' March 2015, page 92.*

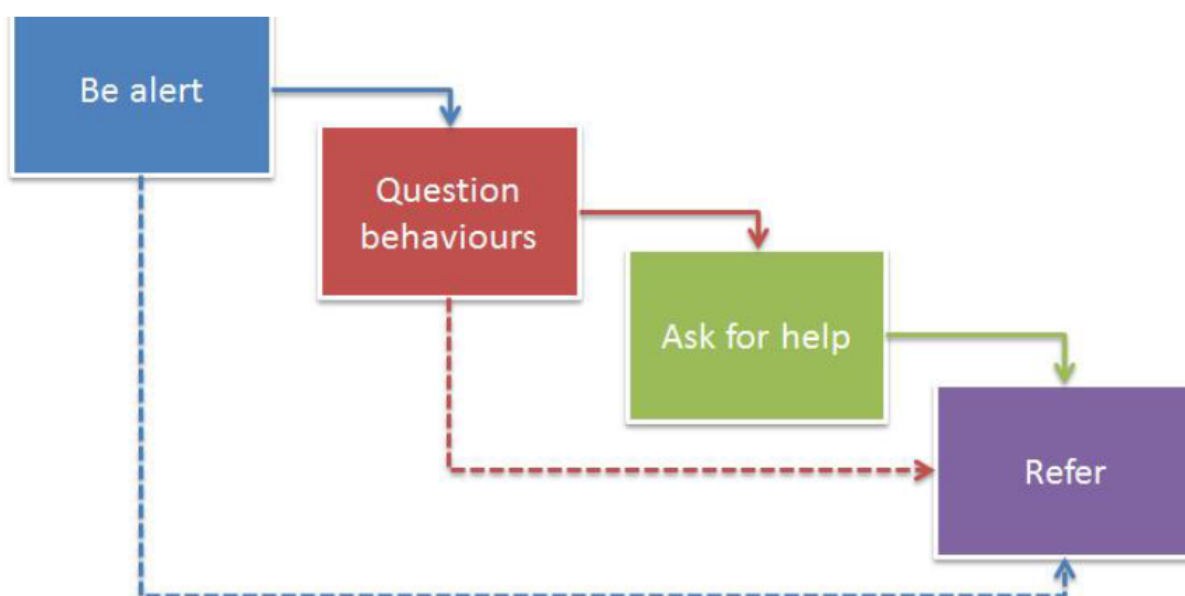


## **Safeguarding Principles & Procedures**

All staff working in a childcare environment should:

- have up to date knowledge, through relevant training, of signs of abuse and neglect;
- should understand the setting's Safeguarding policy and procedures in place to protect children in their care;
- should know what to do when they have concerns about a child's welfare; Everyone who works with children has a responsibility to keep them safe.

[What to do if you're worried a child is being abused - advice for practitioners March 2015](#) identifies four key steps to follow to help you to identify and respond appropriately to possible abuse and /or neglect:



It may not always be appropriate to go through all stages sequentially.

### **Be Alert**

Signs to be aware of include:

- Significant changes in children's behaviour
- Deterioration in children's general well being
- Unexplained bruising, marks or signs of possible abuse or neglect
- Children's comments which give cause for concern
- Any reason to suspect neglect or abuse outside the setting

Concerns in any of the areas mentioned above should be clearly documented, stating fact and not opinion and shared with your manager and Designated Officer (for safeguarding)





You should not let other considerations, like the fear of damaging relationships with adults, get in the way of protecting children from abuse and neglect

## Question Behaviours

The signs of child abuse might not always be obvious and a child might not tell anyone what is happening to them, you should therefore question behaviours if something seems unusual and try to speak to the child, to seek further information.

If a child reports, following a conversation you have initiated or otherwise, that they are being abused and neglected, you should listen to them, take their allegations seriously, and reassure them that you will take action to keep them safe. You will need to decide the most appropriate action depending on the circumstances of the case.

At all times you should explain to the child the action that you are taking. It is important to maintain confidentiality, but you should not promise that you won't tell anyone, as you may need to do so in order to protect the child.

Before doing so, you should try to establish the basic facts. However, it will be the role of the Social Workers and the police to investigate cases and make a judgement on whether there should be a statutory intervention and/or a criminal investigation.

You should record in writing, all concerns and discussions about a child's welfare, the decisions made and the reasons for those decisions.

Remember to:

- *Listen to the child, rather than directly question him or her;*
- *Never stop a child who is freely recalling significant events;*
- *Make a note of the discussion, taking care to record timing, setting and personnel as well as what was said; and*
- *Record all subsequent events up to the time of the substantive interview.*

All the above should be recorded clearly, and with care stating facts not opinions. Such recording is vital information for the police when gathering evidence in relation to a criminal offence but also to a child protection investigation generally. The above information must be shared with those managers who have responsibility for child protection. Written records should be held securely.

**If a child is in immediate danger or is at risk of harm you should refer to [First Reponse](#) and/or the police.**

## Ask for Help

Concerns about a child's welfare can vary greatly in terms of their nature and seriousness, how they have been identified and over what duration they have arisen, if you have concerns about a child you should ask for help.

The BSCB have published a [Thresholds Document](#) and [guidance](#) which helps identify when a child may be in need of additional support, and this is described through 4 levels of need:



- Level 1 – children whose needs are met within universal services
- Level 2 – children with additional needs showing early signs of vulnerability requiring early help
- Level 3 – children in need who require statutory or specialist services and targeted early help
- Level 4 – children who are suffering or likely to suffer significant harm

## Refer

A referral to The First Response Team must be completed immediately if:

- You believe that a child may be in need; that a child is being harmed or is likely to be harmed, or
- Level 3 or Level 4 threshold is met

This referral can be made by any practitioner by:

Telephone: 0845 4600001                      Local Rate: 01296 383962

Email: [secure-cypfirstresponse@buckscc.gcsx.gov.uk](mailto:secure-cypfirstresponse@buckscc.gcsx.gov.uk)

Out of hours number: 0800 999 7677

Any referral should **confirm your referral in writing within 24 hours** using the [Multi Agency Referral Form](#) (MARF).

When referring a child to First Response, **you must make the parents/carer's aware and gain consent for level 3 referrals.**

You do not require consent if the child is likely to suffer or is suffering significant harm. If you are unsure about whether consent is required you can call First Response who will advise you.

You should consider and include any information you have on the child's development needs and their parent's/carer's ability to respond to these needs. A record of the referral should be retained.

Once you have made a referral, a social worker should respond to you within one working day telling you what further action they have decided to take.

A record of referrals should be retained which should provide evidence that any agreed action following the referral has been taken promptly to protect the child from further harm.

**If you see further signs of potential abuse and neglect, report and refer again.**

All providers must have agreed procedures for when and how to contact the First Response Team and/or other relevant agencies about an individual child. Inspecting Safeguarding in Early Years states that early year's providers should ensure they have a practitioner who is the Designated Officer to take



responsibility for safeguarding children available during operating hours who should liaise with local statutory children's services. Childminders should take that responsibility themselves and should notify First Response (and in emergencies, the police) if they have concerns about the safety or welfare of a child.

If you have concerns about the safety or welfare of a child and feel they are not being acted upon by your manager or Designated Officer, it is your responsibility to take action.



## **Information Sharing**

The decisions about how much information to share, with whom, and when can have a profound impact on people's lives. You should weigh up what might happen if the information is shared against the consequences of not sharing the information. Early sharing of information is key to providing effective early help where there are emerging problems. At the other end of the continuum, sharing information can be essential to put in place effective child protection services. The Department for Education (DfE) have produced a [guide](#) to support practitioners in the decisions they take when sharing information.

**The most important consideration is whether sharing information is likely to safeguard and protect a child.**

Please also refer to [Appendix 1 –Key Principles for Information sharing](#)



## Managing allegations

Section 11 of the Children Act (2004) places a statutory duty on providers to safeguard children and promote their welfare. The Designated Officer for safeguarding in each organisation is responsible for ensuring that all staff employed within their organisation is made aware of their responsibility to report any allegation or possible concern of a child protection nature. Failure to report may (a) put a child at risk of harm and (b) imply a breach of their contractual duty.

All agencies that provide services for children, or provide staff or volunteers to work with or care for children are required to have a procedure in place for handling allegations against staff which is consistent with [Working Together to Safeguard Children - March 2015](#)

Following national requirements, Local Authorities (LA) are required to have a designated officer to deal with allegations against staff. In Buckinghamshire, the title “Local Authority Designated officer” (LADO) has been retained for this role. The LADO oversees the effectiveness, transparency and record retention of the process not only in terms of protecting children but also ensuring that staff who are the subject of an allegation are treated fairly and that the response and subsequent action is consistent and proportionate.

The BSCB has compiled [guidance](#) for dealing with allegations of abuse against staff and volunteers that you should follow.

### **The role of the LADO**

Buckinghamshire’s LADO has specific responsibility for:

- Taking referrals regarding allegations against staff/adults working with children
- Being involved in the management and oversight of individual cases
- Providing advice and guidance to employers and voluntary organisations
- Liaising with the Police and other agencies
- Monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistently with a thorough and fair process

It is important that an individual avoids putting them self in situations that may lead to allegations being made against them. **However, if an allegation is made against an individual the LADO must be advised as soon as possible but at the latest within 24 hours.** Please refer to [Appendix 2 – Allegation Management](#).

The LADO needs to be informed if an allegation or concern that any person who works with children, in connection with his/her employment or voluntary activity, has:

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



The LADO will advise the Designated Officer / employer on the management of the case, including the following:

- What the individual should be told about the allegation; what action should be taken with regard to the individual's status.
- What the child's family should be told is going to happen
- What other staff should be told about the situation
- Who else should be informed, and who should be responsible for this: for example, First Response, Child Abuse Investigation Unit (Police), Ofsted, Disclosure and Barring Service (DBS),
- How any investigation will be conducted and by whom (bearing in mind the importance of not interfering in any investigation by Child Protection Authorities or the Police);
- How confidentiality will be managed.

A [guide for staff and volunteers facing an allegation of abuse](#) is available from the BSCB website

**Registered providers must inform Ofsted of an allegation as soon as it is reasonably practicable, but at the latest within 14 days of the allegation being made. Failure to comply is committing an offence.**

If a provider has dismissed a member of staff or a member of staff has resigned and there are any concerns over their suitability to work with children, **the provider has a duty to notify Ofsted and make a referral to the Disclosure and Barring Service.**

The Early Years Designated Managers can provide advice and support in the event of an allegation or query/concern.

Early Years Designated Senior Manager for allegations against the childcare workforce

Alison Terry

01296 387147

[aterry@buckscc.gov.uk](mailto:aterry@buckscc.gov.uk)

Deputy Early Years Designated Manager

Joe Cook

01296 387111

[jcook@buckscc.gov.uk](mailto:jcook@buckscc.gov.uk)



## Disqualification by Association

Disqualification “by association” is where an employee is living in the same household where someone who is disqualified from working with children and vulnerable people lives or works. The DfE have published statutory guidance [Disqualification under the childcare act 2006](#) which provides further detail.

The criteria for disqualification include:

- Named on the Disclosure and Barring Service (DBS) Children’s Barred List;
- Being found to have committed certain violent and sexual criminal offences against children and adults;
- Subject to certain orders in relation to the care of children;
- Refusal or cancellation of registration relating to childcare, or children’s homes or being prohibited from private fostering;
- Found to have committed an offence overseas which would constitute an offence regarding disqualification under the 2009 regulations if it had been done in any part of the United Kingdom.

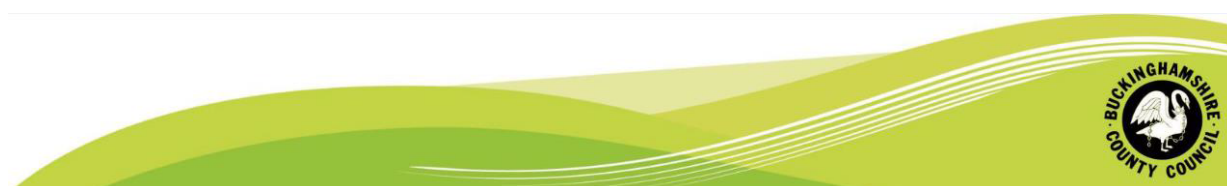
The list above is only a summary of the criteria that lead to disqualification. Further details about the specific orders and offences which will lead to disqualification are detailed within the [Childcare \(Disqualification\) Regulations 2009](#).

Providers have a duty to ask whether an employee or person applying for a post at the setting lives or works in the same household as someone who is disqualified from working with children. This will support the setting in identifying individuals working, that may be under the influence of an individual posing a risk to children and therefore be a risk themselves i.e. “by association”.

This applies to all staff, casual workers, apprentices and agency staff providing childcare as well as those managing the provision i.e. voluntary management committee trustees and volunteers.

### **Procedure to follow if a person declares they could be disqualified by association:**

Providers must inform Ofsted as soon as possible but within 14 days that the person has declared that they may be disqualified by association. Ofsted will then investigate this information and the provider will need to decide whether it is appropriate to redeploy the member of staff elsewhere in the setting, or make adjustments to their role to avoid them working directly with children. Where you are not able to redeploy or adjust their role consideration needs to be given for paid leave or as a last resort, suspend the person whilst the waiver is considered.



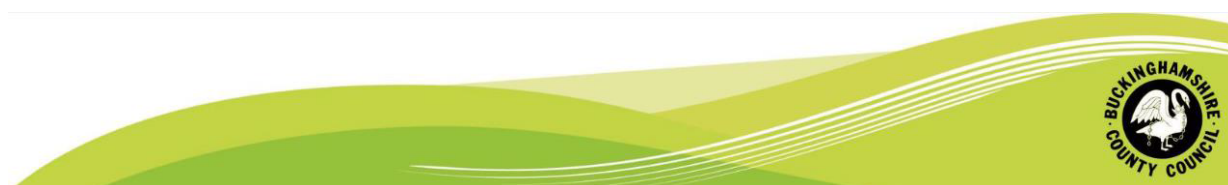
## What is an Ofsted waiver?

Where an employee is disqualified “by association” they can apply to Ofsted to have their disqualification considered to be waived. Ofsted may grant a full or partial waiver, including a waiver that would allow an individual to work in an appropriate setting. **Any individual that has a waiver application under consideration must not continue to work directly with children.** If a waiver is granted the employee must show it to all potential employers as part of the recruitment checks. The waiver may detail certain restrictions on where the applicant can work. Where a waiver is not granted, the employee will need to be dismissed unless redeployment options are available.

Providers should ask all current staff/volunteers to sign a declaration form stating that disqualification “by association” does not apply to them. These should be stored on site and applicants for new posts must complete the form during the recruitment process as part of the provider’s safer recruitment procedures.

A person can only complete a declaration form to the best of their knowledge. If they are unsure whether a person that lives with them is disqualified they can email [disqualification@ofsted.gov.uk](mailto:disqualification@ofsted.gov.uk) that can check and offer advice.

Providers using individuals from agencies must obtain confirmation that the agency or organisation providing the staff members have complied with the requirements of disqualification “by association”.





## Ofsted safeguarding requirements

Providers must be alert to any issues of concern in a child's life at home or elsewhere. They must have and implement a policy and procedures to safeguard children. These must include the procedures to be followed if there are concerns about a child's welfare, and the use of mobile phones and cameras in the setting. Providers should also consider the use of laptops and tablets in their setting as part of their policy. The policy must also include an explanation of the action to be taken in the event of an allegation being made against a member of staff and also against the Designated Officer, Owner, Manager or Committee Member. A [checklist](#) for writing a child protection policy is available on the BSCB website.

Providers should also have and implement a [Whistle Blowing Policy](#).

A practitioner must be a Designated Officer to take responsibility for safeguarding children in every setting. Childminders must take this responsibility themselves. During operation hours, the Designated Officer or an appropriately trained deputy should be available for staff to discuss safeguarding concerns. This person is responsible for liaison with the local statutory children's services agencies. They must also provide support, advice and guidance to other staff on an ongoing basis and on any specific safeguarding issue as required. The Designated Officer must attend a designated persons training course as per guidance from the BSCB and should undertake the training every two years and their knowledge and skills should be refreshed at regular intervals, but at least annually. Please refer to the [Appendix 3 – Training Pathway](#).

Good practice suggests that you should have both a Designated Officer and a deputy Designated Officer on the **committee or management team** responsible for Child Protection and who has undertaken appropriate Safeguarding training.

You will also need to show that all staff, managers, directors, owners, committee members are trained to have a good understanding of the safeguarding policy and procedures of your setting and you have procedures in place to keep staff informed, particularly if staff change.

All staff must receive training to understand their setting's safeguarding policy and procedures, and to ensure that all staff have up to date knowledge of safeguarding issues. Training made available by the provider must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. It must also include training on how staff should respond to inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. Safeguarding and Child protection must form part of the setting's induction procedures for new staff.

Registered providers must inform Ofsted or their childminder agency of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Registered providers must also notify Ofsted or their childminder agency of the action taken in respect of the allegations. These



notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.



Providers need to keep up to date on procedures relating to child protection. This can be done through contact with organisations such as the EYC Team, who can keep you informed of the BSCB procedures and any changes.

A written policy is not required for childminders on the Early Years Register but is required for the Childcare Register and it is therefore recommended that all childminders have a written policy available. If you only take children in the Early Years age group and choose not to have a written policy you will need to demonstrate to Ofsted:

- that you have a good knowledge and understanding of safeguarding/child protection issues including signs of abuse;
- that parents are informed of your child protection procedures and commitment to child protection matters;
- that you understand what steps to take when a concern is raised;
- how and under what circumstances parents will be informed about concerns and any actions taken and how confidentiality will be managed.

The above also applies to later years childminders; however you **will also** need a **written** statement on:

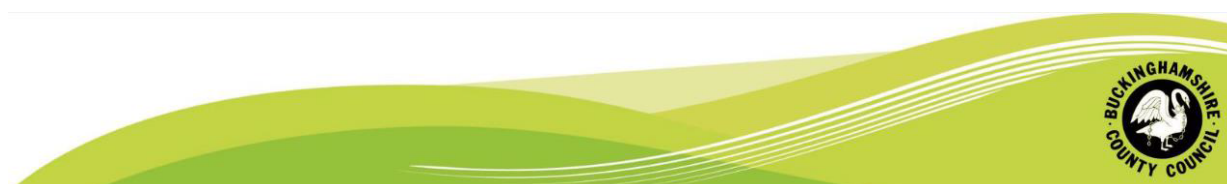
- your commitment to the protection of children;
- the responsibilities of all staff/students/volunteers in child protection matters;
- steps to be taken when a concern is raised;
- how and under what circumstances parents will be informed about concerns and any actions taken and how confidentiality will be managed.

It is important that all providers keep up-to date with Child Protection issues and must attend Child Protection training. This is an expectation of the BSCB. This training should be updated periodically throughout a career working with children – good practice guidelines recommend full day training for the Designated Officer at least every 2 years, and refreshers for all staff annually. For further information please refer to the [Appendix 3 - Training Pathway](#). Information on availability of courses can be found in the Bucks Early Years & Childcare Training Guide.



## Safer Recruitment – Recommendations for Good Practice

- Staff and volunteers working with children are carefully selected and vetted according to statutory requirements. There is monitoring to prevent unsuitable people from being recruited and having the opportunity to harm children or place them at risk.
- Safer recruitment practices are followed including obtaining full employment history, identification, evidence of qualifications, references (minimum of 2 per staff member) and undertaking interviews. All documentation must be accessible at the time of Ofsted inspection. [Detailed guidance](#) on safer recruitment is available on the *BSCB website*.
- Providers to check ongoing suitability of staff regularly through effective performance management strategies, including health care declarations and suitability disclosures. A staff suitability [template](#) has been produced to support providers in ensuring staff are and remain suitable to work with, or have access to, children.
- All staff/people (aged 16 or over) in regular contact or working directly with children will undertake enhanced DBS checks prior to starting work.
- It is not a requirement for DBS checks to be renewed; however it is good practice to do so every 3 years. Staff members can opt to subscribe to the update service instead, where they pay an annual fee to renew their DBS check online which allows portability for other or future employment. In addition it allows the employer to annually check the status of the individual's suitability.
- All staff, management and any persons having unsupervised access to children, will undertake child protection training within 6 months of registration/employment.
- Child protection/safeguarding policy and issues should be reviewed and discussed on a regular basis e.g. during team meetings, support meetings, self- evaluation etc.
- A Social Networking policy should detail the procedures to be followed by staff, volunteers, parents and carer's when accessing social networking sites.
- Parents should be made aware of the provider's safeguarding policy and practices and channels for reporting on children's progress/concerns should be in place and utilised. It is a legal requirement to inform parents of the setting's complaints procedure and how to contact Ofsted.
- Ofsted Inspectors will review provider records to confirm that the required checks have been completed. A single Central Record (SCR) covering the following individuals will provide this evidence.
  - All staff (including supply staff) who work at the setting, this means those providing education and care to children;
  - All others who work in regular contact with children in the setting, including student and volunteers; and
  - For committee run organisations, all members of the committee as the registered body.



## Useful contacts

### Buckinghamshire County Council

First Response is a single point of contact for Buckinghamshire's Children's Social Care.

0845 4600 001 (local rate call 01296 383962)

0800 999 7677 (Out of hours)

[cypfirstresponse@buckscc.gov.uk](mailto:cypfirstresponse@buckscc.gov.uk)

[secure-cypfirstresponse@buckscc.gcsx.gov.uk](mailto:secure-cypfirstresponse@buckscc.gcsx.gov.uk)

**All allegations against staff must be reported to Ofsted and to the Designated Officer detailed below:**

Local Authority Designated Officer (LADO)  
Children & Young People  
New County Offices  
Walton Street  
Aylesbury  
Buckinghamshire

01296 382070

**The Early Years Designated Managers** can provide advice and support in the event of an allegation or query/concern.

Early Years Designated Senior Manager for allegations against the childcare workforce

Alison Terry

01296 387147

[aterry@buckscc.gov.uk](mailto:aterry@buckscc.gov.uk)

Deputy Early Years Designated Manager

Joe Cook

01296 387111

[jcook@buckscc.gov.uk](mailto:jcook@buckscc.gov.uk)

**Buckinghamshire Family Information Service (BFIS)**

0845 688 4944

[www.bucksfamilyinfo.org.uk](http://www.bucksfamilyinfo.org.uk)

**Buckinghamshire Safeguarding Children Board (BSCB)**

[www.bucks-lscb.org.uk](http://www.bucks-lscb.org.uk)

**Child Exploitation and Online Protection Centre**

0870 000 3344

[www.ceop.police.uk](http://www.ceop.police.uk)

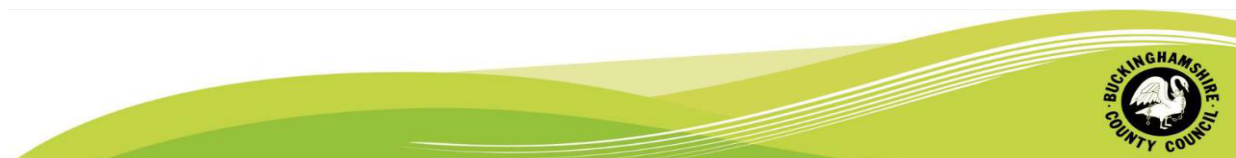
**Child Protection and Sexual Crime Unit (Police)**

01628 816935

**Department for Education**

[www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

0370 000 2288



**Disclosure and Barring Service (DBS)**

01325 953 795

[www.gov.uk/government/organisations/disclosure-and-barring-service](http://www.gov.uk/government/organisations/disclosure-and-barring-service)

**National Society for the Prevention of Cruelty to Children (NSPCC)**

0808 800 5000

<http://www.nspcc.org.uk> [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

**Ofsted**

0300 123 1231

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



**Web addresses for hyperlinks, ordered as they appear within the document**

*Working Together to Safeguard Children - March 2015*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/  
Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

*What to do if you're worried a child is being abused – March 2015*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/  
What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

*The Early Years Foundation Stage (EYFS) – March 2014*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335504/  
EYFS\\_framework\\_from\\_1\\_September\\_2014\\_with\\_clarification\\_note.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf)



**The Prevent Duty**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

**Inspecting Safeguarding in early years, education and skills**

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015>

**Prevent Awareness training**

<http://www.bucks-lscb.org.uk/courses/prevent-wrap/>

**Channel Programme**

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

**Channel E-learning training**

[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

**The Common Inspection framework; education, skills and early years June 2015**

<https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>

**Fundamental British Values in Early Years**

[http://www.foundationyears.org.uk/files/2015/03/Fundamental\\_British\\_Values.pdf](http://www.foundationyears.org.uk/files/2015/03/Fundamental_British_Values.pdf)

**Thresholds Document & guidance**

<http://www.bucks-lscb.org.uk/professionals/thresholds-document/>

**Multi-Agency Referral Form (MARF).**

<http://www.bucks-lscb.org.uk/professionals/thresholds-document/>

**Information Sharing guidance**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419628/Information\\_sharing\\_advice\\_safeguarding\\_practitioners.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf)

**Dealing with allegations of abuse against staff and volunteers guidance**

<http://www.bucks-lscb.org.uk/professionals/safer-employment/>

**Guidance for staff and volunteers facing an allegation of abuse**

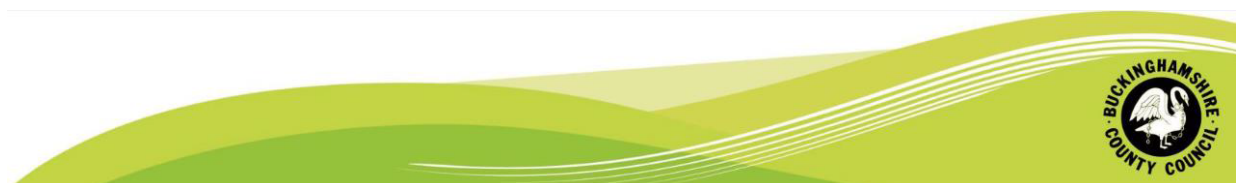
[http://www.bucks-lscb.org.uk/wp-content/uploads/Professionals\\_Protocol\\_and\\_Guidance\\_Managing\\_Allegations/Staff\\_and\\_Volunteers.pdf](http://www.bucks-lscb.org.uk/wp-content/uploads/Professionals_Protocol_and_Guidance_Managing_Allegations/Staff_and_Volunteers.pdf)

**Disqualification under the Childcare Act 2006**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/414345/disqual\\_stat-guidance\\_Feb\\_15\\_3\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414345/disqual_stat-guidance_Feb_15_3_.pdf)

**Childcare (Disqualification) Regulations 2009**

<http://www.legislation.gov.uk/ukxi/2009/1547/contents/made>





**Child protection policy checklist**

[http://www.bucks-lscb.org.uk/wp-content/uploads/Professionals\\_Protocol\\_Guidance\\_Local/CP\\_Policy\\_Checklist\\_Childrens\\_Workforce.pdf](http://www.bucks-lscb.org.uk/wp-content/uploads/Professionals_Protocol_Guidance_Local/CP_Policy_Checklist_Childrens_Workforce.pdf)

**Whistle Blowing Policy guidance**

<https://www.gov.uk/whistleblowing>

**Safer recruitment guidance**

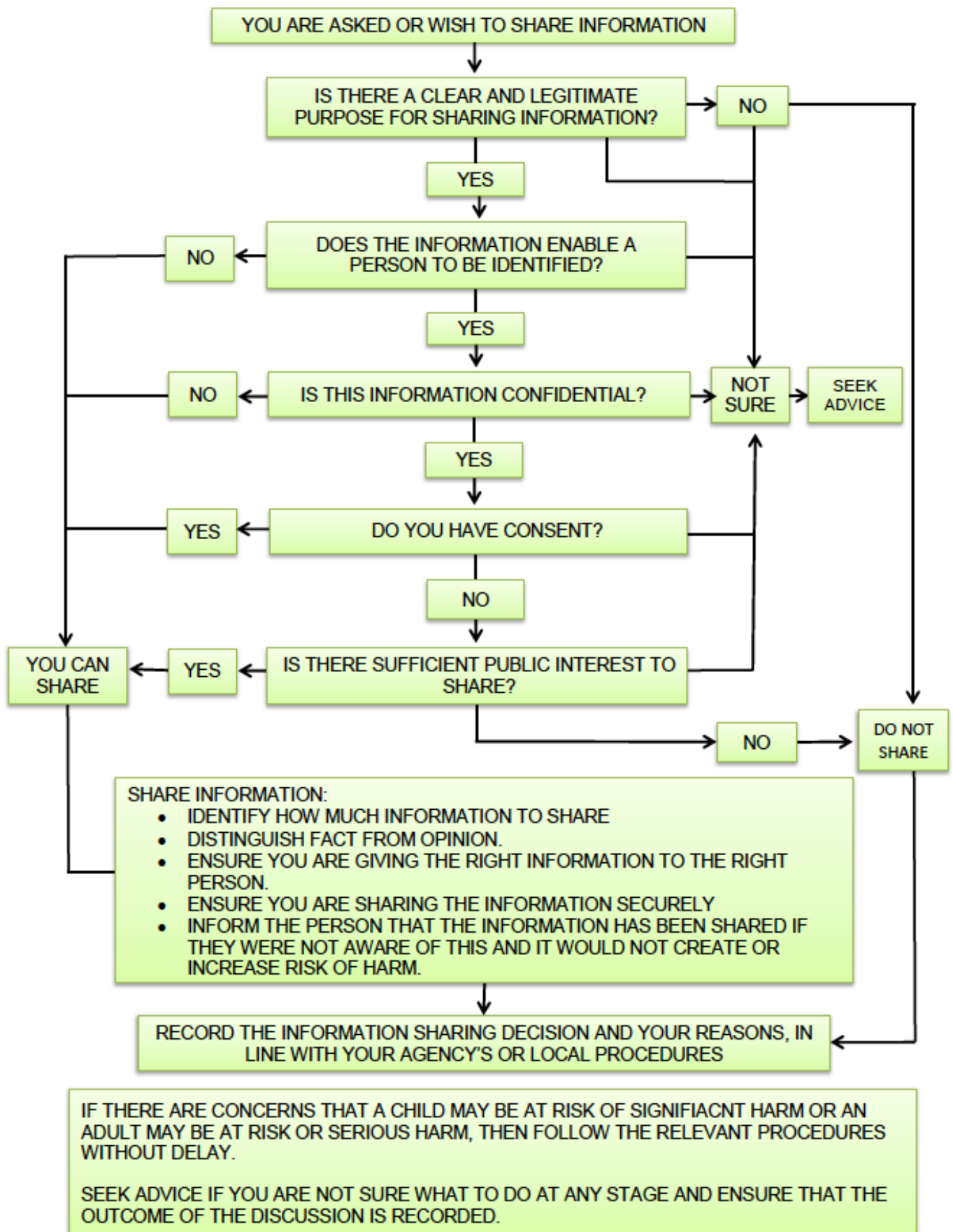
<http://www.buckinghamshirepartnership.co.uk/media/2608453/BSAB-and-BSCB-Safer-Recruitment-Toolkit-v1-1-Oct-2014.pdf>

**Staff suitability template**

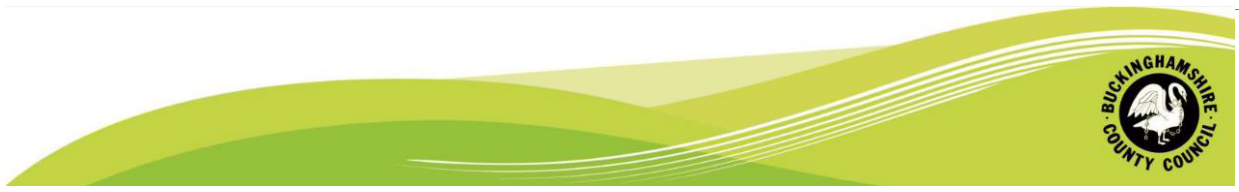
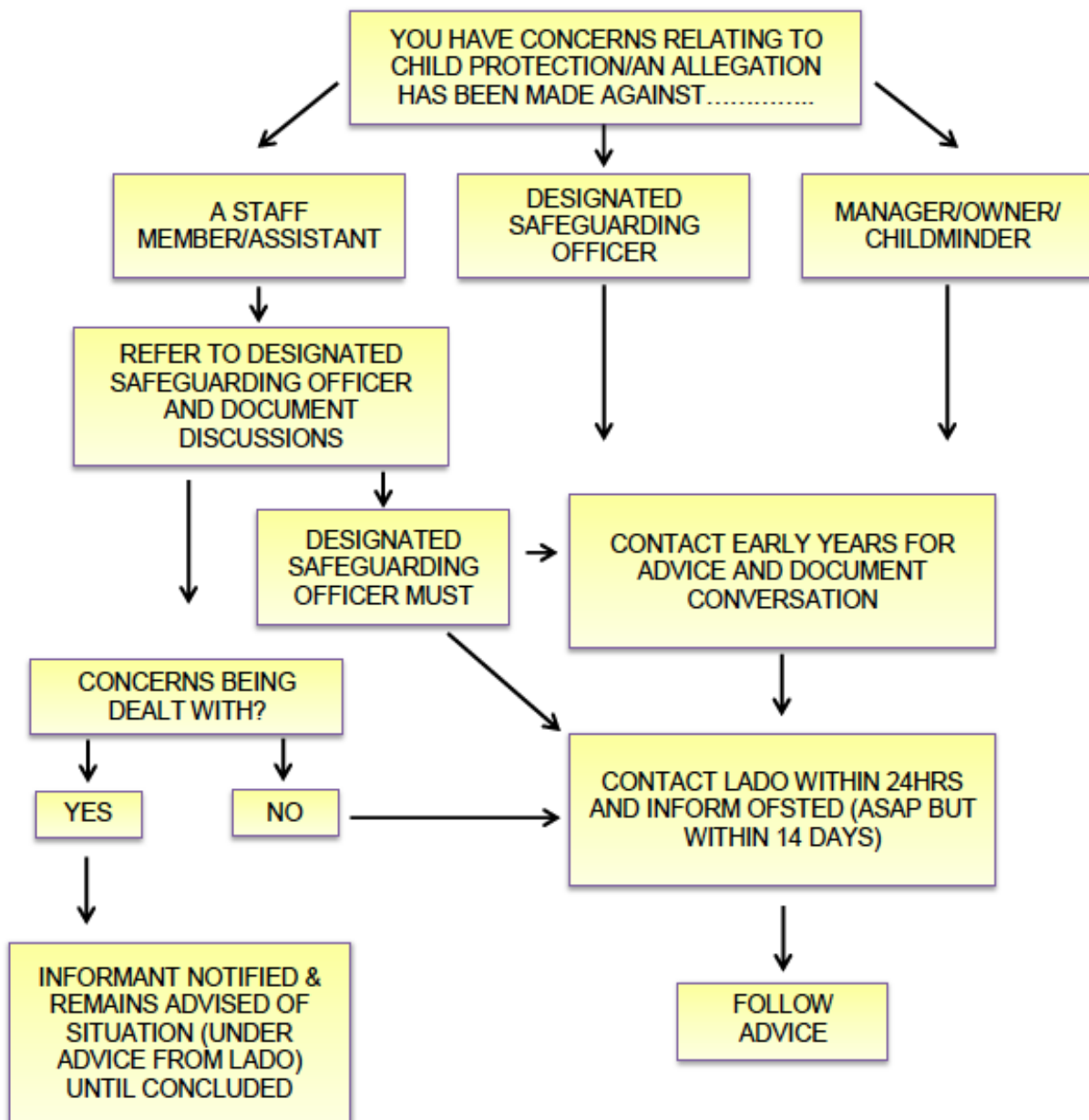
<https://extranet.buckscc.gov.uk/early-years/running-a-childcare-business/guidance-tools-and-templates/forms/>



## Appendix 1 - Key principles for Information Sharing



**Appendix 2 – Procedure to follow if an allegation is made against a staff member/Childminder’s assistant or if you have concerns about behaviour of a staff member that may lead to a child protection concern.**



### **Appendix 3 - Safeguarding Training Pathway for Early Years and Childcare Providers**

The Early Years and Childcare (EYC) team in partnership with Buckinghamshire's Safeguarding Children Board (BSCB) sets out the following advice on local training options available. The pathway and guidance will assist providers in identifying the most appropriate training for their staff that is specific to their roles and responsibilities.

In addition providers should refer to Section 3 of the EYFS statutory Framework p16-17 'Safeguarding and welfare requirements which states the legal requirements for Safeguarding Training.

#### **All staff members**

All staff members must be aware of the policies and procedures of their setting which support safeguarding and these should be explained to them before they start work in the setting and as part of staff induction. This should include the setting's child protection policy (encompassing the use of mobiles phones, cameras and electronic devices), staff code of conduct, behaviour management, whistleblowing, allegation management, Prevent agenda, designated safeguarding officer details and their role. Induction should occur during the first 2 weeks of employment. As part of this induction we strongly recommend that E-learning training should be accessed within 6 weeks of employment. EYC suggest the completion of [Child Protection - Educare](#).

Following this we recommend that all staff access the half day course 'Safeguarding for All' at the earliest opportunity. Refresher training should be undertaken every 3 years. Please refer to the training pathway below to identify next steps. All staff should have safeguarding and child protection annual updates in the form of emails, bulletins, workshops, newsletters.

#### **Training for staff who have key roles and responsibilities**

The designated safeguarding officer (DSO) and their deputy, or other staff with specific roles and responsibilities, will have additional requirements for training to ensure that they are confident to carry out their key role to keep children safe.

Once initial safeguarding training has been attended, all DSOs must complete '[Safeguarding Children for the Designated Officer](#)'. Delegates will:

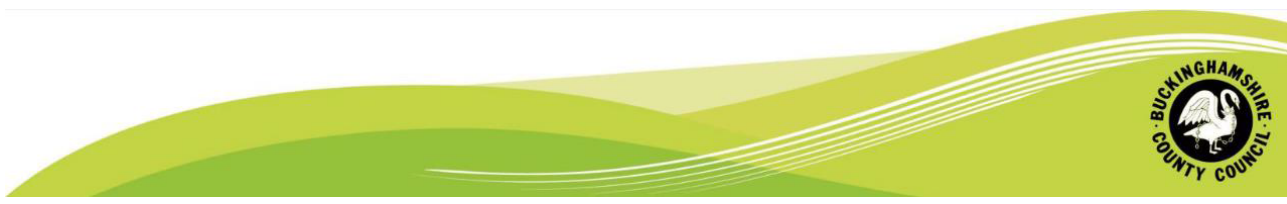
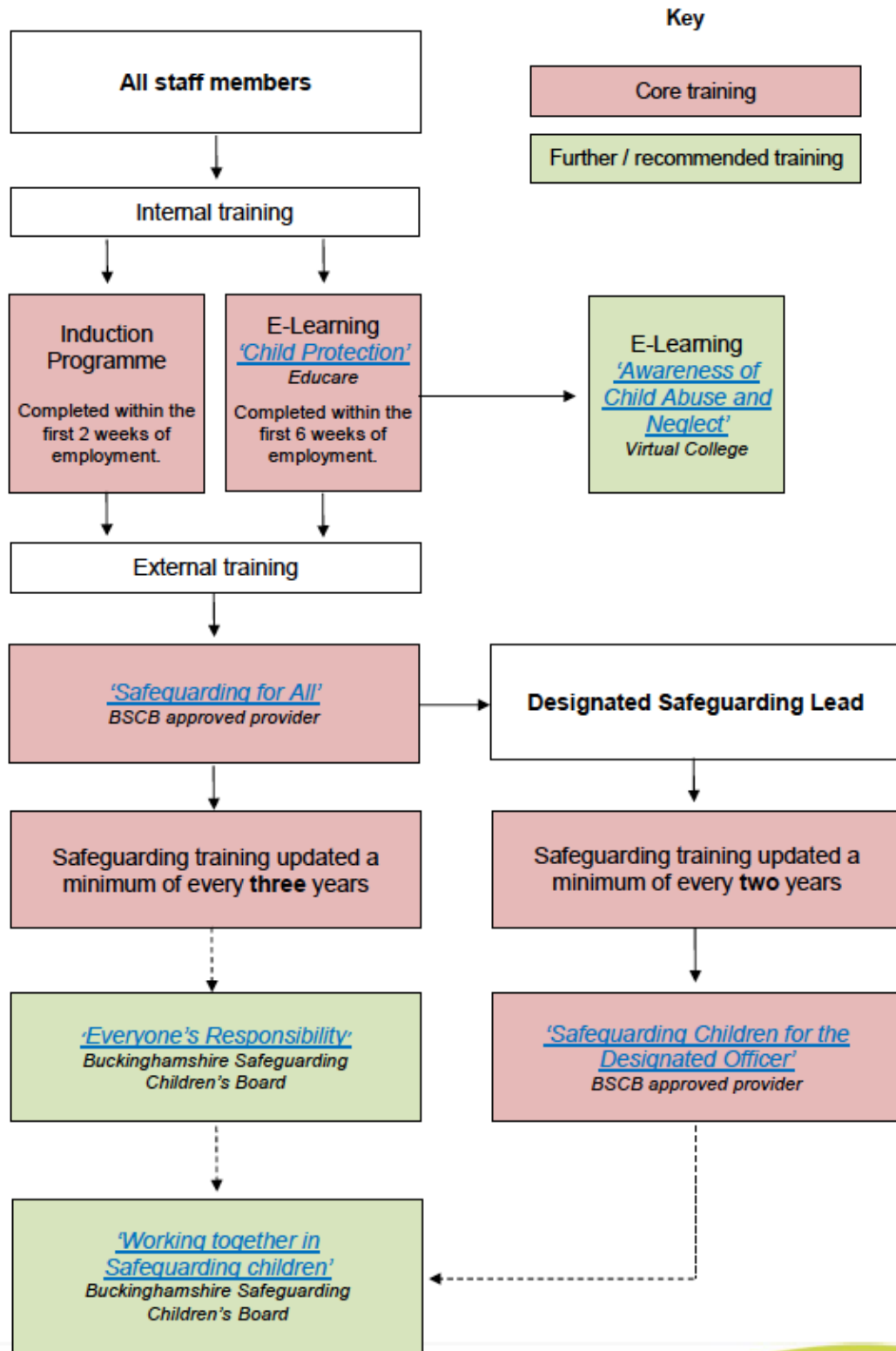
- Be aware of the expected role of the designated person
- Be up-to-date with Buckinghamshire policies, procedures and protocols.
- Have developed skills and knowledge to put the role of the designated person into practice.
- Have considered skills to better share information and develop multi-agency working

The DSO should undergo updated child protection training appropriate for the role which they hold every two years. The pathway set out below provides guidance on appropriate training for DSOs.

The BSCB also recommends that every setting has a fully trained and named deputy and in voluntary organisations, a member of the committee also has completed designated officer training.



## Early Years and Childcare - Safeguarding Training Pathway



#### **45. Security Policy**

Brindley House Childcare Centre gives its full commitment to doing everything practical and reasonable in order to protect the security of all children and their families, employees and visitors to the building. We have spent a great deal of time making sure only authorized people are able to enter certain areas of the building.

The main front door into the nursery has a buzzer system in place; as well as having a fingerprint security system. One buzzer is for visitors to the setting, or grandparents / childminders who do not normally bring a child. The other is for visitors using the children's café facilities. The fingerprint system is for all staff and parents who are logged onto the system to enter the building.

##### **Nursery:**

Parents put their fingerprints onto the easy dentic key pads to be let into the building.

Upon entering the building they will be greeted on reception by the manager or her PA.

Parents need to sign the children in to the register at the main reception desk with time of their arrival.

Parents take their children to the relevant part of the nursery. Upstairs we have our children under the age of two and a half, and the before and after School club. Downstairs we have the children aged from two to five years.

At both the downstairs entrance and the upstairs entrance we have fingerprint key pads to the entrances. All parents once logged onto the fingerprint system touch the keypad and will be let into the nursery, visitors or people who do not normally pick the children up will ring the bell and wait to be let in. People who do not normally pick up will be asked for id as well as passwords.

Upon arrival in their relevant rooms children are signed into their room register.

Parents are seen off the premises both in the morning as they go off to work and in the afternoon / evening as they pick up their children.

##### **Outside of the building:**

The front entrance has a gravel drive where staff park and a gated entrance. Everyone is encouraged to use the gated entrance and to shut the gate behind them. (There are notices on the gate requesting this.)

Because of the dangers parents **MUST NOT** access the building from either the car park at the rear of the building or staff car park entrance in Burkes Road. (There are notices at both these entrances warning of the danger.)

The garden area that the children have access to has a fenced area around it and two gates with padlocks on. This is so nobody unauthorized has access to the garden area and in the case of a fire we can have access to the outside of the building.

**Date: 01.01.18**

**Review date: 01.01.19**

#### **46. Self Esteem Policy**

The nursery recognizes that staff in the nursery can have a major part to play in the raising of self-esteem with the children that we come in contact with.

It is our continuing aim to:

- Make all children feel valued.
- Ensured that all the children feel included all the time.
- Encourage the children to share their experiences with each other and with staff.
- Display a range of positive images and objects, which reveal people in non-stereotypical roles.
- To help children appreciate and value others.

In order to implement this policy it is important that our staff have a high self-esteem and also believe completely in what the nursery is doing, in the way that it is providing nursery education for all the children.

**If any member of staff reveals through actions or attitude a lack of positive feeling for themselves or for their work then the manager or the deputy in charge will invite the member of staff to discuss the situation, and seek to resolve the situation through discussion.**

While the nursery is very aware that its members of staff will be encountering issues in daily life which may cause problems, we must insist that their role within nursery requires a positive attitude and approach on all occasions.

**Date: 01.01.18**

**Review date: 01.01.19**

#### **47. Settling Children into Nursery Policy**

It is of paramount importance to our nursery that all children should be treated with great care and consideration. A new child should feel comfortable, cared for and integrated into nursery life as quickly as possible.

##### **During the week prior to the child's starting date:**

- We invite the child to visit, staying for about 1 hour
- For the next visit we invite the child to stay for a little longer
- We extend the next visit to incorporate lunch
- Then the child will stay for a short day

Settling in also depends on the number of days/sessions the child attends.

##### **The parents/carers have the option of:**

- Staying with their child if they wish
- Staying with their child for part of the time
- Leaving their child for the whole time

We can give guidance on this matter if asked by the parents/carer but it is our preference that parents/carers should do what, in their experience is best for their child. We fully appreciate that this can be a difficult time for both the adult and the child.

It is our policy that, so far as possible, nursery sessions will run in the normal way when a parent or carer is present. The parent or carer should be able to see the regular pattern and routines during the day, how the staff copes with anything unexpected and in particular the level of care provided by the nursery for all children.

When a child starts nursery we are happy to receive telephone calls from parents or carers at all times. We fully understand that parents and carers are concerned about their child's welfare and are likely to feel upset at leaving him or her in anyone else's care. We will aim to alleviate these fears but if a child is very upset it is our policy to tell the caller, thus giving them the option of calling again to see if there is still a problem.

If a child remains upset it is the policy of this nursery to call the parent or carer and discuss our concerns.

**Date: 01.01.18**

**Review date: 01.01.19**



#### **48. Signing In / Out Policy**

All children entering the nursery are signed in, both in the reception area (by either staff on duty or parents) and also within their room. The time of their arrival is noted.

When children are taken out for walks they are signed out by staff in the walks and outings book, the time they leave and the time they return is noted.

At the end of the child's day they are signed out of the nursery; again in the room register and also in the reception area.

In all registers we have all children's and staff emergency contact details.

All staff must sign in/out when they enter/leave the building.

**Date: 01.01.18**

**Review date: 01.01.19**

#### **49. Smoking Policy**

The nursery recognizes that many people in our society smoke. However the law states that people may not smoke in enclosed spaces.

**Smoke-free (Premises and Enforcement) Regulations and Smoke-free (Signs) Regulations** for England came into effect at 6am on Sunday 1st July 2007. From this date smoking will no longer be permitted in any enclosed or substantially enclosed premises or vehicles that are open to the public including pubs, restaurants and all places of work (some exceptions apply including designated smoking rooms in hotels or residential nursing homes).

Should these regulations be contravened individuals can face on-the-spot fines of £50 which can rise to up to £1000 should the issue be brought to court. Employers/managers of the premises can also face a fine of £200 – this figure can rise to as much as £2500 if not paid within the correct timeframe.

Brindley House Childcare Centre is a no smoking area.

**No one is permitted to smoke on the nursery premises and grounds including the car park.**

Staff **MUST NOT** smoke while wearing their uniform. If they are smoking before work, at lunch breaks or after work they are requested to remove their uniform and change into it before commencing/re-commencing work. Staff are also requested to wash hands upon entering the building.

**Date: 01.01.18**

**Review: 01.01.19**

## 50. Social Networking Policy

### **What is a Social Networking site?**

A Social Networking site is an on-line service that focuses on building and reflecting social relations. They are usually individual based whereby someone completes a 'profile' of themselves with various details which may include, but is not limited to, who they are and what their interests are in terms of work, political views, and personal ideals, beliefs, likes and dislikes.

### **Who this policy applies to:**

This policy applies to all parties professionally linked with the nursery. This includes staff; students on placement; outside agencies who provide classes for the nursery, and all service suppliers. This also applies to staff who are no longer employed by the nursery.

### **Using social networking sites:**

The use of social networking sites is permitted with restrictions; as listed below:

- No reference is made to the nursery or any other nurseries owned by Beaconsfield Childcare Ltd..
- No reference is made to any other member of staff or other party connected in any way with this nursery or any other nurseries owned by Beaconsfield Childcare Ltd.
- No reference is made to any child or their family, currently or previously attending the nursery or any other nurseries owned by Beaconsfield Childcare Ltd.
- Access to/viewing of information **MUST** be restricted to 'friends' must not be open for general access/viewing.
- There **MUST NOT** be any images/videos of themselves or other member of staff or other party connected in any way with this nursery or any other nurseries owned by Beaconsfield Childcare Ltd which may be perceived as inappropriate behaviour for a childcare professional.
- There **MUST NOT** be any images/videos of the children or their family, currently or previously attending the nursery or any other nurseries owned by Beaconsfield Childcare Ltd.
- Notice should be made of the law (e.g. libel; defamation of character; copyright; plagiarism and pornography) when adding anything to a social networking site.
- Social networking sites **MUST NOT** be accessed during the working day while working for this nursery or any other nurseries owned by Beaconsfield Childcare Ltd.
- Social networking sites **MUST NOT** be accessed from any computer owned by this nursery or any other nurseries owned by Beaconsfield Childcare Ltd. This includes computers loaned to staff for the purposes of their work or for studying for qualifications.
- Requests to become 'friends' from families of children currently or previously attending this nursery or any other nurseries owned by Beaconsfield Childcare Ltd **MUST NOT** be accepted. **If such people are already 'friends' they MUST be deleted immediately.**

Staff are reminded that non-compliance with the company's Social Networking Policy may lead to a case of gross misconduct and termination of employment.

Staff and other parties who this policy applies to have a duty to report to the nursery manager or Managing Director if any of these restrictions are not being adhered to or if the social networking site is being mis-used.

The responsibility for adhering to these restrictions and any final decision on what is deemed to be appropriate usage or otherwise will be made by the Managing Director.

**Guidance for parents:**

We ask that parents refrain from posting 'friend's requests' to current or previous members of staff or other party connected in any way with this nursery or any other nurseries owned by Beaconsfield Childcare Ltd.

We also request that any photos taken from events at this nursery or any other nurseries owned by Beaconsfield Childcare Ltd are not uploaded onto any social networking site.

**Date: 01.01.18**

**Review date: 01.01.19**

## **51. Staff Numbers Policy**

It is the policy of this nursery to ensure that there is always sufficient staff to give the children the care and attention which they need and in particular that staff numbers do not fall below the recommended staff: child ratios set by OFSTED.

The number of permanent staff is always in excess of requirements. In particular the manager is always supernumerary and can be called on to take over a position in the event of staff absence.

Ratios are as follows:

Under 2 years old 1:3

2 - 3 years old 1:4

3 + 1:8

We also make sure the rooms are the correct size for the amount of children, they are as follows:

Under 2 years old - 3.5 square meters per child

2 - 3 year olds - 2.5 square meters per child

3 + - 2.3 square meters per child

**Date: 01.01.18**

**Review date: 01.01.19**

## **52. Suntan Lotion Policy**

In the warmer weather we provide Nivea sensitive suntan lotion and ask for parental permission to apply this. If a parent would prefer not to have this applied then we request that they bring in their child's own suntan lotion, labelled with the child's name. All parents are required to bring in sunhats for their children, also labelled. In the warmer weather, unless the children have suntan lotion applied and have hats on, they will not be allowed to go outside in the garden and for walks locally.

Due to allergies suntan lotion cannot be shared amongst the children unless we have written permission from all parents involved.

**Date: 01.01.18**

**Review date: 01.01.19**

## 53. Supervision Policy

### OVERVIEW

All staff have a right to regular, planned supervision. Supervision is a partnership between the supervisor, supervisee and the nursery. The delivery of and participation in supervision are priority tasks for managers and staff.

Supervision is a process in which one worker is given responsibility to work with another to meet certain organisational, professional and personal objectives, and is achieved primarily (but not exclusively) through meetings between supervisor and supervisee.

Supervision is an accountable process which supports, assures and develops the knowledge, skills and values of an individual, group or team. The purpose is to improve the quality of their work to achieve agreed objectives and outcomes.

### ROLES

All managers and supervisors within the scope of this policy are required to provide supervision for their staff. Because the policy provides for access to supervision at every level in the company, managers and supervisors will also be supervisees.

### POLICY AIMS

- a. The overarching aim of this Supervision Policy is to support all staff enabling delivery of best quality services.
- b. The provision of regular supervision creates the opportunity to recognise the contribution that staff make. The potential of each individual should be developed to a maximum. It is the responsibility of line managers to provide supervision and the right of staff to receive it.
- c. *Working Together to Safeguard Children (HM Government 2006)* states effective supervision is important in promoting good standards of practice, and supervisors should be available to practitioners as an important source of advice and expertise.
- d. *Skills for Care and the Children's Workforce Development Council (CWDC)* states Supervision must enable and support workers to build effective professional relationships, develop good practice, and exercise both professional judgement and discretion in decision-making.

### PRINCIPLES OF SUPERVISION

#### **Communication**

Supervision should provide opportunities for establishing and maintaining good two-way communication, sharing information about work, and consulting with and briefing staff on organisational developments:

#### **Personal Support**

Supervision should be seen as the primary source of support for employees, recognising the considerable demands inherent in jobs across Children's Services:

#### **Accountability**

Supervision is a key means of ensuring accountability, through monitoring work and work performance; checking that work has been completed, and upon its quality, appropriateness and

compliance with procedures and legislation.

### **Workload planning and management**

Supervision is a procedure to support work planning and decisions about what needs doing, by when, to what standards, and conveying that, to the people doing the work:

### **Valuing Equalities and Diversity**

- Ensuring reasonable adjustments are in place to enable supervisee to perform their role, e.g.
- Respect for individual beliefs.
- Ensuring supervisees are aware of support available to assist them at work.

### **Planned Appraisal/Supervision Meetings**

Appraisal meetings are held after months 1, 3, 6, 9, and 12 then annually thereafter.

Supervision meetings are held with line managers once a term.

### **OPEN DOOR POLICY**

We operate an open door policy which means that between 07:30 & 18:30 each day the nursery is open any member of staff have the opportunity to raise any issues (e.g. in respect of children; of other staff) with the nursery manager or a director. Note that this is subject to ensuring that the care, safety and welfare of the children is not put at risk (e.g. ratios are maintained).

By operating an open door policy we hope that nothing will slip through the net.

### **STATUTORY FRAMEWORK FOR THE EARLY YEARS FOUNDATION STAGE (September 2014)**

This framework, published by the Department for Education in March 2014, states:

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

3.22 Supervision should provide opportunities for staff to:

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

**Date: 01.01.18**

**Review date: 01.01.19**



#### **54. Sustainability Policy**

Brindley House Childcare Centre works hard to provide a sustainable environment by implementing environmentally friendly procedures and policies.

Brindley House Childcare Centre has a travel plan to encourage walking to and from the nursery. As well as this we look at incentives for people who walk or cycle to the facility as well as those who car share and use different methods of public transport. Please see travel plan for further information.

Within the facility both the staff and children recycle and we make use of the recycling centre across the road and take the children over to show them and encourage them to participate in recycling. We collect separately cans, paper and plastics.

Within the environment the children are encouraged to turn the taps off after washing hands as well as turning lights off when not in the rooms.

As a company we look at ways we can do our bit for the environment and conserve energy where possible.

**Date: 01.01.18**

**Review date: 01.01.19**

## **55. Use of Dummies in Nursery Policy**

At Brindley House Childcare Centre we recognise that a dummy can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine.

As babies get older they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk. As babies move their mouths and experiment with babbling sounds they are learning to make the quick mouth movements needed for speech. The more practice they get the better their awareness of their mouths and the better their speech will be. The overuse of a dummy may restrict these movements from taking place and therefore affect a child's language development.

The nursery aims to:

- Discuss the use of dummies with parents as part of babies' individual care plans
- Only allow dummies for comfort if a child is really upset (for example, if they are new to the setting or going through a transition) and/or as part of their sleep routine
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children
- If a dummy or bottle falls on the floor or is picked up by another child, this is cleaned immediately and sterilised where necessary.

When discouraging the dummy staff will:

- Have a designated place for the dummy to be stored, which the child will be aware of
- Comfort the child and if age/stage appropriate explain in a sensitive and appropriate manner why they do not need their dummy
- Distract children's attention with other activities and ensure they are settled before leaving them to play
- Offer other methods of comfort such as a toy, teddy or blanket
- Explain to the child they can have their dummy when they go home or at sleep time.

We will also offer support and advice to parents to discourage dummy use during waking hours at home and suggest ways which the child can be weaned off their dummy through books and stories (when appropriate).

**Date: 01.01.18**

**Review date: 01.01.19**

## 56. Whistle Blowing Policy

### **Introduction**

Employees are often the first to realise that there may be something seriously wrong within the nursery. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or to the nursery. They may also fear harassment or victimisation. In these circumstances, it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

This nursery is committed to the highest possible standards of openness, probity and accountability. In line with that commitment we encourage employees and others with serious concerns about any aspect of the nursery's work to come forward and voice those concerns. It is recognised that certain cases will have to proceed on a confidential basis. This policy document makes it clear that employees can do something without fear of reprisals. This Whistle Blowing Policy is intended to encourage and enable employees to raise serious concerns **within** the nursery rather than overlooking a problem or blowing the whistle outside.

### **Aims and scope of this policy**

This policy aims to:

- Provide avenues for you to raise concerns and receive feedback on any action taken.
- Allow you to take the matter further if you are dissatisfied with the nursery's response.
- Reassure you that you will be protected from reprisals or victimisation for whistle blowing in good faith. Consideration will be given to redeployment if you request it and if such action is possible and reasonable.

There are existing procedures in place to enable you to lodge a grievance relating to your own employment. This Whistle Blowing Policy is intended to cover concerns that fall outside the scope of other procedures. That concern may be about something that:

- Is unlawful.
- Is against the nursery's policies or procedures.
- Falls below established standards or practice.
- Amounts to improper conduct.

### **Safeguards**

#### Harassment or Victimisation

The nursery recognises that the decision to report a concern can be a difficult one to make, not least because of the fear of reprisal from those responsible for the malpractice. The nursery will not tolerate harassment or victimisation and will take action to protect you when you raise a concern in good faith.

This does not mean that if you are already the subject of disciplinary or redundancy procedures that those procedures will be halted as a result of your whistle blowing.

#### Confidentiality

The nursery will do its best to protect your identity when you raise a concern and do not want your name to be disclosed. It must be appreciated that the investigation process may reveal the source of the information and a statement by you may be required as part of the evidence.

### Anonymous Allegations

This policy encourages you to put your name to your allegation. Concerns expressed anonymously are much less powerful, but they will be considered at the discretion of the nursery.

In exercising the discretion, the factors to be taken into account would include:

- The seriousness of the issues raised.
- The credibility of the concern.
- The likelihood of confirming the allegation from attributable sources.

### Untrue Allegations

If you make an allegation in good faith, but it is not confirmed by the investigation, no action will be taken against you. If, however, you make allegations that are malicious, or simply to cause anger, irritation or distress, then disciplinary action may be taken against you.

### **How to raise concern**

As a first step, you should normally raise the concerns with your immediate supervisor or Manager. This depends, however, on the seriousness and sensitivity of the issues involved and who is thought to be involved in the malpractice. For example, if you believe that management is involved, you should approach one of the Directors (Mr Andrew Bain; Mrs Jane Bain; Mrs Sarah Fahey). If the concern is about one of the Directors you should contact Social Care and Ofsted.

Concerns are better raised in writing. You are invited to set out the background and history of the concern, giving names, dates and places where possible, and the reason why you are particularly concerned about the situation. If you do not feel able to put your concern in writing, you can telephone or meet the appropriate person.

The earlier you express the concern, the easier it is to take action.

Although you are not expected to prove the truth of an allegation, you will need to demonstrate to the person contacted that there are sufficient grounds for your concern.

Advice and guidance on how matters of concern may be pursued can be obtained from one of the Directors (Mrs Sarah Fahey or Mr Andrew Bain).

**Date: 01.01.18**

**Review date: 01.01.19**

## 57. Work Experience Policy

At Brindley House Childcare Centre we are committed to sharing good practice with those wishing to pursue a career in childcare. We welcome students and pupils to join our staff team and gain work experience within our nursery.

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

We expect all students to visit the nursery for an interview, followed by their student induction and nursery tour. At this time students will have the opportunity to read and discuss health and safety policies.

Prior to accepting any student the nursery insists:

- The college or school certifies that the student wishes to attend the nursery and has a particular interest in childcare.
- The student is a fit and healthy person.
- The college or school agrees the period (e.g. two terms) and the days/hours that the student attends and that the student is also aware of these times.
- The school certifies that the student has not been suspended from school or college.

Our policy for those on placements is as follows:

- All students will have an enhanced Disclosure and Baring Service (DBS) check before their placement begins. The DBS check will be completed and paid for by the college or school.
- All students are assigned to a senior member of staff who will supervise their work and explain the health, safety and fire requirements of the nursery.
- Students will be supervised at all times by the member of staff assigned to them and will never be left alone with the children.
- Students will never be allowed to change nappies.
- Students will be supported to understand nursery policies and procedures.
- We require students to keep to our confidentiality policy.
- It is expected that during the student's placement their tutor will visit the nursery or have verbal communication with the nursery manager to receive feedback about the student's progress.
- Students will be offered support and guidance throughout their placement and given constructive honest feedback in respect of their performance. Staff will respect individual students' needs and abilities.
- An accurate evaluation of ability and performance for both students and training providers will be provided and the nursery will support students who are experiencing difficulties with action plans if needed.
- To maintain parent partnerships, parents will be informed when students are present in the nursery e.g. via the parent newsletter. Wherever possible a recent photograph of the student will be added to the staff pictures board.
- All students on placement must adhere to the same codes of conduct as permanent staff, including time-keeping and dress codes.
- All students are encouraged to contribute fully to the nursery routine and to spend some time in each of the rooms (including observing the children) as required as long as it is within the context of their course.

- In the event of a fire drill or fire a student may carry one child (if the child is unable to walk; i.e. a baby) off the premises, down the fire escape and into the garden accompanied by the other staff. At all other times a student must never carry children down the stairs into the garden.

### **Long Term Students**

"Individuals aged 17 and over who are on long term placements may be included in the ratio if the provider is satisfied they are competent and responsible."

(EYFS, 2008 P.32)

If we deem a 17/18 year old to be responsible, even though they can be counted in the ratios as per EYFS, as a nursery we have opted not to do this.

**Date: 01.01.18**

**Review date: 01.01.19**

## **58. Working Together and Showing Respect for Staff, Parents and Children Policy**

It is our aim to provide a friendly and respectful working environment for all our staff and children. To implement this all members of staff must undertake to:

- Work together at all times and help each other out as much as possible.
- Never talk derogatorily about a member of staff to anyone behind that person's back.
- Sort out problems promptly so that they are not allowed to fester.
- Treat other staff in the manner in which they themselves would like to be treated.
- Show all children equal care and attention.
- Ensure that all children in their care receive cuddles and attention to make them feel safe and secure.

Ensure that they do not discuss a child's appearance, development, behaviour or the feelings of the staff in a negative manner in front of that child or other children.

**Date: 01.01.18**

**Review date: 01.01.19**

## **59. Visitors Policy**

Visitors to the setting must on arrival provide some form of identification and must sign into the visitors book in the reception area and be given a badge with their name and reason for visit on. This is both to ensure children and staff safety and also in case of a fire.

All visitors need to report to the manager/deputy manager in the office or reception. All visitors must leave their phones in the office.

The person in charge each day will have their photo on the duty manager's board.

**Date: 01.01.18**

**Review date: 01.01.19**